DOCUMENT RESUME

ED 085 601 CE 000 825

TITLE	Career Development for Law Enforcement.
INSTITUTION	Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Los Angeles County Sheriff's Dept., Calif.
PUB DATE	Jun 73
NOTE	427p.; An LEAA Technical Assistance Publication resulting from research administered through the California Council on Criminal Justice; Some tables take up two microfiche frames, actual page count is 398p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	*Career Ladders; Career Opportunities; Educational Programs; Human Services; Individual Characteristics; *Law Enforcement; Organizational Development; Personnel Needs; *Police; Program Design; Surveys; *Vocational Development

ABSTRACT

The publication reports the findings of the first year of an ongoing study of career development systems in law enforcement. It focuses on the need to develop four capabilities: identification of organizational needs, identification of individual attributes and interests, reconciliation of the needs of the organization with the needs of available human resources, and development of appropriate programs to facilitate these goals. The first four chapters provide an introduction to the subject of career development, reviewing its history, representation in the literature, and philosophical basis. Chapter 5 addresses the first capability through the development of the position specification catalog. Chapter 6 describes an automated personnel information system to meet the second capability. Chapter 7 suggests a variety of developmental programs to blend needs with resources. Final chapters describe the task force approach, the dynamics of the system, and projections for the second year of the program. Appendixes include an industrial survey, law enforcement survey, position specifications task force manual, and Automated Personnel Information System implementation plan. (MS)

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CAREER DEVELOPMENT
FOR
LAW ENFORCEMENT

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CAREER DEVELOPMENT
FOR
LAW ENFORCEMENT

A Technical Assistance Publication resulting
from research conducted by the
LOS ANGELES COUNTY SHERIFF'S DEPARTMENT
PETER J. PITCHESS, SHERIFF

Funded by Grant No. 71-DF-694 awarded by the
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

Administered through the
CALIFORNIA COUNCIL ON CRIMINAL JUSTICE

The fact that the Law Enforcement Assistance Administration (LEAA) furnished financial support to the activities described in this publication does not necessarily indicate concurrence of LEAA in the statements and conclusions contained herein.

JUNE 1973

U.S. DEPARTMENT OF JUSTICE
Law Enforcement Assistance Administration
Technical Assistance Division

FOREWORD

The maintenance of progressive law enforcement today demands that we recognize and develop the full potential of our most valuable and available resource - manpower.

Frequently, we count our assets in terms of material possessions: equipment, facilities and the tools of our profession. However, to promote our effectiveness in providing a critical public service, our human resources must be developed and utilized through improved selection techniques, training, education and assignments.

The Career Development structure, refined to meet the demands of professional law enforcement, will ultimately project a highly effective organization satisfying to both the organization and the individual.

I would like to express my appreciation for the many contributions made by individuals representing corporate business firms, universities and law enforcement agencies in providing information which assisted us in the development of this manual.

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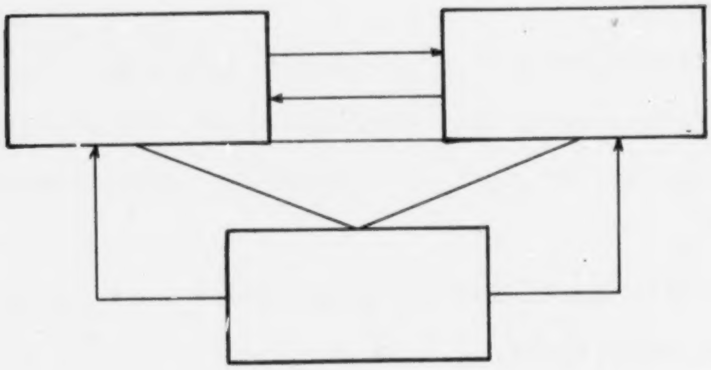
CHAPTER I

INTRODUCTION



Introduction

This Technical Assistance Publication reports the findings of the Los Angeles County Sheriff's Department's one-year study of Career Development systems. It is not intended to be definitive. The work reported herein continues onward toward yet another year of research. At this point, however, sufficient evidence has been established to warrant a discussion of Career Development in terms of its potential benefits for law enforcement.

In discussing Career Development, it is necessary to divide it into four major components so that each may be examined, explained, and traced from inception through the planning stages for implementation. The need for this componential approach will be clear once the specific details of each component are discussed.

Career Development

Career Development is a personnel management system that has as its primary goal the utilization of law enforcement's human resources in the most efficient and effective manner possible.

To meet that goal, Career Development must be many things. It is a solid commitment by management that people are the most important asset of the organization. It is a managerial philosophy - an all-encompassing awareness that the total capability of the organization can be obtained only when the ability of its individual members is developed to the highest possible degree. It is also a workable, finite system that increases the organization's efficiency by providing management with the means to select, place, develop, and retain personnel.

The Need for Career Development

Based on reports of the 1967 Presidential Crime Commission it is clear that law enforcement has a critical need to develop four important capabilities:

1. The capability to accurately identify organizational needs--those jobs (tasks) that are being performed and the demands of each;
2. The capability to accurately identify individual officer attributes and interests, and to maintain an up-to-date and accurate assessment of personnel resources;
3. The capability to reconcile the needs of the organization with the needs of the available human resources;
4. The capability to develop appropriate department programs that are suitable for reconciling the organization's needs with the needs of its people.

In this publication it will be suggested that Career Development is a viable methodology which can be used to develop these four capabilities. In that context, this publication reports our findings as recommendations that can aid others who wish to install a Career Development system in their own department.

We acknowledge that organizational and individual needs cannot, in our "real world," truly be mutually satisfied. Neither organizations nor individuals are perfect, so we cannot infer that Career Development will resolve all personnel management shortcomings. Instead, we adopt the premise that organizational and individual needs can be more nearly satisfied, through the application of a philosophy of Career Development.

The application of Career Development will substantially contribute toward reconciling those needs which cannot be ignored or otherwise resolved. This reconciliation is at the core of a Career Development system. Like any comparable system, it is made up of components which together and singly generate an organizational awareness of potential, an awareness that can only lead to the achievement of such potential. By providing a means of assessing the available human resources, determining the needs of the organization and reallocating those resources to fit the needs, the Career Development system is expected to promote a higher level of job satisfaction for the individual while sharply increasing the efficiency of the organization.

How to Use the Manual

To assist the reader in grasping the most salient aspects of Career Development, the various chapters of this publication have been directed toward distinct and different levels within the police organization. It should be clear that any undertaking with such far-reaching consequences will necessarily affect all members of the organization. Career Development goes beyond the organization's formal rank structure. It is appropriate, therefore, that this manual reaches each level of the Department with the specific information most needed at those levels.

Overview of Chapters

Chapter II, The Background, traces, in general terms, the history of management philosophy and sets the stage for introducing the Career Development system to the contemporary management scene in law enforcement.

Chapter III, The "State-of-the-Art" Survey on Career Development, provides justification of the need for Career Development in law enforcement based upon the findings of surveys of private, military, and law enforcement agencies. It addresses both the problem and the specific need for such a program based on deficiencies in present police-personnel management systems. It considers alternative on-going programs of private industry and, to some extent, those of the military.

Chapter IV, The Philosophical Basis of Career Development, provides the conceptual and philosophical solutions to those needs as they are presented in Chapter III.

Chapter V, The Position Specification Catalog, addresses the first of the Career Development system's capabilities: the capability to accurately identify organizational needs - those jobs (tasks) that are being performed and their demands. This chapter includes the step-by-step guidance and instruction found necessary to implement such a program within a department.

This publication has been written so that these latter four chapters will provide the most significant information for middle managers involved in program development. It goes without saying that the program managers, perhaps more than at any other level, must have a complete understanding of all aspects of the Career Development system. For this reason they should be familiar with the entire publication. However, their knowledge of these four chapters will be especially helpful in the success of their programs and, for that matter, of their entire system.

Chapter VI, The Automated Personnel Information System, addresses the second of the Career Development system's capabilities: the capability to identify individual officer attributes and interests, and to maintain an on-going and accurate assessment of personnel resources. In this chapter the plans and strategies of this Department are offered for the use of other agencies in implementing their own computerized personnel information system programs.

Chapter VII, Career Counseling, deals with the third Career Development system capability: the capability to blend the assessment of the organization's needs with the assessment of available human resources. It is in this chapter that the critical evaluation of needs is addressed. This chapter also suggests a variety of developmental programs frequently of value in reconciling those needs.

Chapter VIII, Task Force Approach, makes specific suggestions for effective organizational change including the introduction and implementation of this new system.

Chapter IX, The Total Effect, deals with the dynamics of the system. It surveys the inter-relationship of each of the system components and provides a "systems" understanding of Career Development.

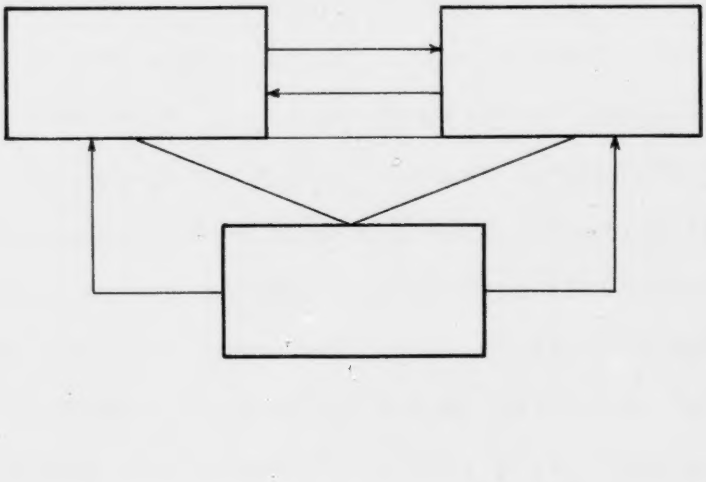
Chapter X, Summary and Projections, summarizes the entire publication. While information of value to Career Development may be found throughout this publication, we recognize that not all readers may find the time to thoroughly assimilate its contents. In anticipation of this situation, we have attempted to condense and present the most dominant points of Career Development as concisely as possible in this chapter.

Career Development in law enforcement has great potential for cultivating our most important resource - the individual officer. The program will not be inexpensive, nor will it come overnight. The commitment must be a long and patient one, and initially it must be developed and marketed. But this investment in the future must be made now. We can no longer afford to trail behind, picking up bits and pieces of theories and practices filtered down from other organizational theorists. There are no ready-made "complete systems" for us to copy. We must build our own.

It is necessary to stress one more important point about Career Development. Career Development is a highly individualized program and its development will be unique to each agency's needs. It is not the intent of this publication to suggest rigid "do's" and "don'ts" about its application. The contents of this work are based in part upon the needs of, and existing situations within, the Los Angeles County Sheriff's Department. It is not important that the program provided herein be followed to perfection. What is important, however, is that each law enforcement agency assess its needs in terms of what a Career Development system can offer and then apply the system's components as needed to efficiently and effectively utilize personnel within a systematic framework.

CHAPTER II

BACKGROUND



II

BACKGROUND

History of Career Development

Usage of the term "Career Development" and its application did not really begin to evolve until shortly before the end of World War II. Prior to that time, pioneer industrial psychologists Hugo Munsterber, Walter Dill Scott, and Walter V. Bingham, in the early 1900's, worked on the industrial problem of selection and placement of personnel. Their approach was primarily pragmatic as opposed to humanistic. Essentially, they were trying to distinguish the "good" from the "bad" workers.

They did, however, open new avenues of concern about the employee and his efficiency which later were further researched by Elton Mayo, professor of Industrial Research at Harvard, in the five-year Hawthorne Studies (1927-1932), conducted at the Western Electric Company near Chicago. With his research assistant and colleague, Fritz Roethlisberger, Mayo confirmed the significance of "social factors" relative to productivity and efficiency of workers. Having a much wider impact than Mary Follett's (1868-1933) earlier writings on the psychological aspects of administration, the "Hawthorne Studies" hastened the arrival of the so-called "Human Relations" school. The ideology was, to many, more satisfying and broader than the more mercenary "principles" of Frederick Taylor's (1856-1915), Scientific

Management, published in 1911. Taylor felt that one could scientifically discover "the single best method" for accomplishing work in the shortest possible time by utilizing "initiative and incentive" as the driving force for production.

Scientific Management and Human Relations Management in many ways were opposed. However, the two schools had one important element in common: neither saw any insoluble dilemma in the relationship between the organization's quest for rationality (reasonable balance between productivity and pay) and the human search for happiness.

Scientific Management assumed that the most efficient organization would also be the most satisfying one, since it would maximize both productivity and the workers' pay. The Human Relations approach stressed that the most satisfying organization would be the most efficient, and that workers would not be happy in the cold, formal "rational organization" that satisfied only their economic needs.

In short, the problem of blending worker satisfaction and productivity had not been totally solved by either of the two views. The Human Relations school pointed to a perfect and deliberately constructed balance between the organization's goals and the workers' needs. Scientific Management saw the balance between them as a natural one, and one which would eventually evolve if restraints were removed.

The key concepts of the formal and informal organization emerged from the two schools. The term "formal organization" refers to the organizational framework designed by management: factors considered crucial by scientific management. The informal organization, stressed by the Human Relations school, refers either to the social relations that develop among workers above and beyond the formal ones set down by management, or to the actual relations as they evolve from inter-personal relations (e.g., peer groups).

The Structuralists

Study of the formal and informal organization gave rise to yet another school - the Structuralist school. The Structuralists' approach was, for the most part, a synthesis of the classical (or formal) school and the Human Relations (informal) school, leaning toward the latter. Structuralists, however, expanded on earlier studies of industrial and business organizations by including hospitals, prisons, churches, armies, social work agencies and schools; and thus they generally enlarged the scope of organizational analysis to match that of existing organizational types.

Max Weber was the most influential of the Structuralist founders. He and his followers are credited with the view toward the organization as a large, complex social unit in which many social groups interact. Weber also made many valuable contributions to the field of management in his writings on the functions of bureaucratic organizations.

The progression of organizational structure and administrative philosophy can be traced in general terms by following the history of three schools of thought: First, the era of Scientific Management, which concerned itself with how to get more out of workers by analyzing and planning work processes, standardizing tools and methods, selecting and training workers, and paying them in accordance with output. Second, the Human Relations in Management movement, which questioned the assumptions of Scientific Managers and introduced a trend toward satisfying employee needs other than purely economic ones. And finally, the emerging synthesis of the formal and informal schools which was accomplished by the Structuralists. Unsatisfied with theories of work relationships resulting from the formal and informal schools, the Structuralists made their most valuable contribution by systematically establishing relationships between these two disciplines.

Employee efficiency was the fabric connecting all of these theories and it would continue to be the underlying theme of more contemporary authors.

Rensis Likert in his book, New Patterns of Management (1961), emphasized the importance of job satisfaction and employee motivation as the focal point for better production. He also stressed the need to accelerate development of better systems of managing human resources which encouraged a growing trend toward allowing individual workers greater freedom and initiative.

Douglas McGregor, most popular for his contrasting "Theory X, Theory Y" motivation, also stressed the importance of allowing individuals to motivate and control themselves. McGregor felt that men enjoy work as much as they enjoy play and that, if properly motivated, would become committed to organizational objectives and associate their achievements with rewards (Theory "Y"). In his own words, McGregor has formulated his theories to a large degree by summarizing and building upon Abraham Maslow's view of the motivational nature of man.

As the history and philosophy of administrative behavior has developed, so has the collective background for the emergence of Career Development been established. Career Development as will be shown, is the next logical step in the progression of personnel administration. Unlike the other theories, it emphasizes the technical aspects of building and implementing total human development systems within organizations: Career Development programs. In effect, the approach is to systematically build a complete program which can facilitate the motivational aspects of administrative theory and bring about the most efficient and effective use of human resources.

The Effects of World War II on Career Development

In order to pinpoint the growth of the technical aspects essential to a Career Development program, one must look at the practical aspects of problem solving that were implemented by industry and the military during and after World War II.

The demands of World War II placed the burden for production on America's military forces and on its civilian industries. Rapid conversion into war-time production occurred in industrial plants across the nation while, at the same time, military centers were rapidly processing recruits and training specialists on a production-line basis.

The war brought to light the great combined strength of American industrial and military forces, and this strength left a lasting effect on the industrial management scene.

Civilians from all levels of society were called from their jobs to join military establishments. Many would later return to become administrators, managers, and supervisors in civilian organizations. Concurrent with the war and for years after, industry, especially aerospace firms, would reflect back on the efforts taken by the armed forces in processing, training, and placing the thousands of men and women who served. Industry would recall the Military Occupational Specialty (MOS), the basic and specialized training programs, the counseling and testing before receiving special assignment, the pitch for re-enlistment, and the emphasis on a military career. As distasteful as the experience might have been to many, the influence of the military's placement process dominated industry's personnel programs many years thereafter.

The Transfer Effect on Industry

Before the war had ended, corporations were building Career Development programs for potential administrators and managers.

Usually not calling the programs Career Development, but rather management development, they set up their own corporate "officer candidate schools." Not unlike their military counterparts, these programs were only for a select few. Selection prerequisites were somewhat rigid.

Job descriptions were standardized in June, 1941, and approved by the National Work Labor Board on January 12, 1942, reminiscent of the MOS, after which time they were adopted in many industries for the selection, training, and promotion of workers. These standardized job descriptions were also the basis for wage standards which served to stabilize the war-time economy.

Computers became common in the 1950's. Many corporations invested in computerized personnel record systems as an aid in tracing and locating employee skills and special capabilities within their organizations.

By incorporating the capabilities of automated personnel information systems and job descriptions, and by calculating organizational attrition and promotions, some companies were making accurate projections as to anticipated turnover at management levels. This planning technique, called "change charting," which will be discussed later in greater detail, logically progressed to the creation of special training programs, also to be discussed later, for preparing individuals for movement both vertically and laterally at management levels.

By 1961, at about the same time Likert and McGregor published their most recent theories on management (neither of which addressed the technical means to implement human development programs), at least two major industrial organizations, Union Oil and Lockheed, had launched full scale management development programs. Both firms estimated developmental costs of their programs at approximately one-million dollars which spread over a five year period.

Management development programs, now a part of most major corporations, were important to the growth of the Career Development concept proposed in this document.

Modern Views of Career Development Applied to Law Enforcement

While similar in many ways, a Career Development program differs from a management development program in its application. Career Development broadens the scope of management development and places equal emphasis on the opportunities for individual growth at all levels. Management development is narrower in scope and obviously more selective; however, for the purpose each is intended to serve, both are justified. For the most part, profit-oriented organizations direct attention to their managers as the means to perpetuate organizational growth. In this sense the cost of developing all employees is too high, particularly in view of the temporary nature of many production workers. The greater fluidity of the general labor market made Career Development at that level economically unfeasible.

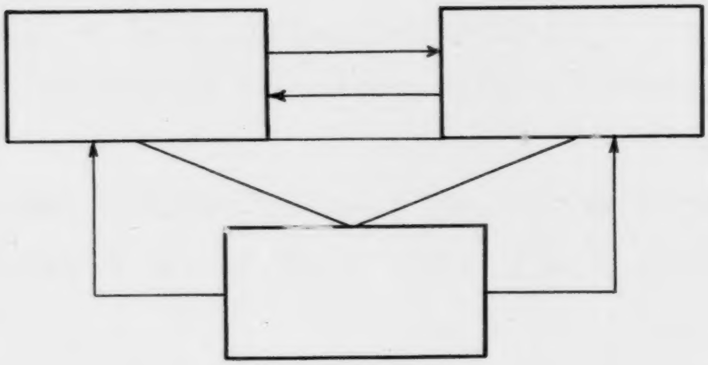
This reasoning is not applicable to law enforcement and other public organizations. Public employees are generally less transient because of job security benefits. However, the loss of capital in public organizations resulting from inefficiency at all levels, particularly at the line levels, is possibly even greater than in private industry. The cause of gross inefficiency in public organizations can readily be identified with problems of "early burn-out" ("I did the first ten years for the organization, the next ten will be for me.").

"Early burn-out" is only a symptom of both a motivational and an organizational problem. The solution of this problem is a focal point for Career Development in law enforcement: improved overall job satisfaction and performance.

Historically the law enforcement field has been too cold and too impersonal in the management of its personnel. This may be due to a presumed image to be maintained and also because of resistance to change. The field has fallen at least ten years behind contemporary management in its approach to human development and personal motivation. The fault is not totally its own. Real world budgetary and social constraints have in many ways forced law enforcement to play a game of "catch-up" by continually "fire-fighting," moving from crisis to crisis, never really having time to stop, analyze, develop, and solve problems before others appear. While these constraints can be rationalized, the responsibility for progressively changing them is law enforcement's.

CHAPTER III

STATE OF THE ART SURVEY
ON
CAREER DEVELOPMENT



III

STATE OF THE ART SURVEY
ON
CAREER DEVELOPMENT

State-of-the-Art Survey on Career Development

In 1965 a survey of about 300 police departments - including nearly all of the large city departments - showed that 65.5 percent of the forces polled were below authorized strength.[1] This fact coupled with the ever rising crime rate suggests that law enforcement must devise more efficient operating techniques if it intends to provide an undiminished level of public service. The President's Commission on Law Enforcement and Administration of Justice reports in its Challenge of Crime in a Free Society that the ". . . mere addition of manpower without accompanying efforts to make the best use of existing personnel strength might serve only to aggravate the problem of inefficiency. In many departments police personnel are being wasted on trivial duties."[2]

In recognition of this problem the Commission recommended the following:

"Each municipality, and other jurisdiction responsible for law enforcement, should carefully assess the manpower needs of its police agency on the basis of efficient use of all its personnel if such a need is found to exist."[3]

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[1] Raymond L. Bancroft, "Municipal Law Enforcement, 1966" (Nation's Cities: Washington, February 1966), p. 16

[2] "The Challenge of Crime in a Free Society: A Report by the President's Commission on Law Enforcement and Administration of Justice" (Washington, D. C.: USGPO, 1967), p. 107

The literature is generally in accord in its recognition of the need to make more efficient use of police personnel. The importance of people in law enforcement is perhaps best characterized by a statement found in a report of The Municipal Manpower Commission: "It is impossible to separate the performance of local governments from the abilities of their personnel. Ordinances are not self-executing and no other service of local government has meaning except as it's planned, directed, and delivered by people. If these things are done well, communities may thrive; if poorly, the future demand may outstrip all services, all facilities, all planning."[4]

In addressing the question of increasing efficiency through "Personnel Development" it is important to consider some of the factors which negatively affect officers' performance. Certainly one factor may be the lack of recognition and opportunity to exercise acquired skills. The Commission addressed this shortcoming in connection with the difficulties of recruiting college graduates into police careers.

"A young man enters a police department as a uniformed patrolman and serves in that capacity for a considerable period of time - rarely less than two years and more often four or five - before becoming eligible for promotion. The knowledge and skill that college education can provide must receive recognition at the entry level, through pay, rating, and an immediate opportunity to do interesting work before massive numbers of college graduates will be attracted to the police."[5]

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[3] Ibid.

[4] Government Manpower for Tomorrow's Cities: A Report of The Municipal Manpower Commission (New York: McGraw-Hill, 1962), p. 20

The implication that law enforcement does not provide sufficient recognition of, nor opportunity for, the skills and abilities of college trained recruits is perhaps even more valid for those officers having substantial experience within law enforcement. In many cases an individual may suffer as little as a mild decrement in his motivation to continue a high level of performance or a "burn-out", a sharp decrease in motivation; both are generally thought to be associated with a lack of opportunity to achieve a nominal level of job satisfaction. The causes of job dissatisfaction in law enforcement are innumerable, but may be categorized into several broad negative contact areas:

- Lack of organizational recognition for the individual's efforts.
- Lack of organizational responsiveness to individual's scheduling, financial, and career needs and objectives.
- Lack of a sense of occupational fulfillment (promotion, interesting or satisfying job opportunities, etc.).

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[5] The Challenge of Crime in a Free Society: A Report by the President's Commission on Law Enforcement and Administration of Justice" (Washington, D. C.: USGPO, 1967), p. 107

The Commission recognized the need for law enforcement to more accurately assess the abilities, skills and potentials of its police personnel. It recommended that: "Personnel . . . should be selected for their talents and abilities without regard to prior police service . . ."[6] This recommendation presupposes an obligation on the part of law enforcement to more fully assess and utilize the abilities and attributes of its available human resources.

It is important to distinguish between the cause and the symptoms of occupational motivation loss. Condensed to its fullest extent, the cause may be characterized by the term: Job Dissatisfaction. The symptoms manifested as a result of Job Dissatisfaction are too numerous to fully cite. However, they may be grouped under one or more of the three following categories:

Loss of Productivity
Loss of Efficiency
Loss of Effectiveness

It should be understood that while Job Dissatisfaction can never be totally eradicated, it can be reduced. This reduction, according to Douglas McGregor, can be achieved by the organization and can result in an increase in productivity, efficiency, and effectiveness by increasing the level of Job Satisfaction.

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[6] The Challenge of Crime in a Free Society: A Report by the President's Commission on Law Enforcement and Administration of Justice" (Washington, D. C.: USGPO, 1967), p. 112

McGregor distinguishes between intrinsic rewards, those forms of personal satisfaction stemming from the individual's innate desire to excel and produce, and extrinsic rewards which are those benefits, wages, and privileges customarily afforded individuals by their employers.

> "The motivational theory under discussion asserts that man - if he is freed to some extent from using most of his energy to obtain the necessities of life and a degree of security from the major vicissitudes - will by nature begin to pursue goals associated with his higher-level needs" (increased job satisfaction). "These include needs for a degree of control over his own fate, for self-respect, for using and increasing his talents, for responsibility, for achievement both in the sense of status and recognition and in the sense of personal development and effective problem solving. Thus freed, he will also seek in many ways to satisfy more fully his physical needs for recreation, relaxation, and play. Management has been well aware of the latter tendency; it has not often recognized the former, or at least it has not taken into account its implications for managerial strategy."[7]

The point to be made is that Job Dissatisfaction is the problem. Its causes are many and diverse. Devising programs directed toward the respective symptoms of Job Dissatisfaction will not substantially alter the situation, but merely modify the symptoms. A more comprehensive program, broader in scope and directed toward the problem rather than the symptoms, is called for.

Career Development is directed toward the core of the problem, toward improving the level of Job Satisfaction. In so doing, Career Development seeks to produce a more productive, efficient and effective organization through the optimum utilization of personnel development. While law enforcement's experience in this area is extremely limited, private industry has made some definite inroads into the use and evaluation of human development programs. Many firms have made substantial investments in their programs and are in a position to provide valuable guidance in these matters.

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[7] Douglas McGregor, The Professional Manager (New York: McGraw-Hill, 1967), p. 13

Also surveyed were the efforts of military organizations in connection with their Career Development Programs, and those of 134 law enforcement agencies across the nation.

CAREER DEVELOPMENT INDUSTRIAL SURVEY: A SYNOPSIS

In September, 1970, the Los Angeles County Sheriff's Department examined some of private industry's Career Development programs. Fifty-two major corporations, many of them national firms, were contacted and asked to respond to our request for information relative to their Career Development programs. Our objective was to garner background information on existing programs for evaluation and possible inclusion in a law enforcement related program. Fourteen of these firms reported that they had, in their opinions, successful personnel programs directed toward Career Development.

Most of these programs were directed toward the upper and middle management levels. In subsequent meetings with representatives from a cross section of these firms, it was learned that in many corporations Career Development emphasis is placed on developing managers and not on the career growth of all employees per se.

For this reason industrial programs which are chiefly aimed at developing managerial potential are not totally adaptable to the career development needs of the individual police officer. Unlike the corporate employee not destined for a managerial position, each police officer's decisions and behavior constitute a very real social force in the community. This is especially true when those decisions are often concerned with the matter of life and death.

In short, we were unable to identify any single industrial Career Development system directly suitable to the needs of law enforcement. We then elected to study each respondent's system and to extract and blend elements into a system compatible with law enforcement's needs.

Not all of the private organizations offered what we considered to be "complete and comprehensive" Personnel Development Programs. Some firms offered programs entitled Career Development, but none maintained the kind of truly integrated and complete systems needed by law enforcement.

Some firms maintained personnel inventory information files, but the information maintained was usually only the "name, rank, and serial number" plus some selected biographic information. Too few organizations maintained a skills and abilities inventory of their total personnel complement.

Most corporations having substantial contact with labor unions have, over the years, acquired a basic framework of job descriptions. Some firms have expanded their job descriptions to include management levels as well. However, the utility of these descriptions remains geared more toward labor negotiations than toward Career Development.

For the most part, we found that only a few industrial programs have the capability to compare personnel data with job descriptions. The two data bases were rarely relevant to each other. The kinds of information gathered about the individual usually did not speak to the requirements of the position and vice versa.

In many cases, an adequate linking system was present. Industry has successfully processed and placed individuals throughout its organizations for years, although not without heavy reliance on the subjective personal interview. This feature may be an asset in industry, but may well be a disadvantage in a more service-oriented setting. The heavy reliance on subjective selection and placement techniques could be reduced if the data bases of the individual and the organization could be made more compatible with regard to comparative analysis.

In summary, industry has provided much of the essential experimentation and background in Career Development. It has evolved a particular type of Career Development geared to its own needs. While many programs are productive in industry, none studied appeared directly transferable for use by law enforcement. The most common reason for industry's Career Development Systems being unsuitable for direct conversion to law enforcement is their lack of emphasis on developing the total organizational work force.

A digest of the fourteen programs examined as part of this industrial survey is contained in Appendix A of this publication.

CAREER DEVELOPMENT MILITARY SURVEY: A SYNOPSIS

Career Development Project - January, 1971

Application of Career Development is widespread throughout the military services.

Career Programs are elaborate and are published in regulation manuals.

Career counseling is part of the overall placement and advancement system for military personnel, starting with induction and continuing through retirement.

In addition to career placement and planning services, career counselors assist individuals in completing and processing paper work necessary to secure transfers, and enrollment in training programs. Operational manuals clearly define the counselors' responsibilities and tasks related to these matters.

Position Specification Catalogs, the Military Occupational Specialties (M.O.S.), serve both as a tool for personnel placement and as a guide for individual career planning. Special training programs are related directly to the occupational standards and serve to improve incumbent personnel and to prepare others for new positions. Rarely does a military man change positions or title without additional training.

The combined career programs of the armed forces is probably the largest human development system going, and certainly the most formalized.

Primarily directed at improving organizational and individual efficiency, military career programs are also very retention-oriented (re-enlistment). They also provide excellent recruitment incentive.

While it may appear, based on this summary of military programs, that law enforcement could easily adopt these programs, such is not the case for two important reasons:

First, military programs tend to favor increased specialization. Advancements, particularly in non-commissioned ranks, are most often based on acquiring a specialty. While this is also a frequent practice in the law enforcement field, recent study of police specialists vs. generalists tend to point out the need for more well-rounded generalists, especially in line work. Over-specialization can have a restrictive effect on individual development, and create unwanted stagnation (lack of movement and new ideas) within an organization.

Second, a military career can be charted more easily than the police career. Advancements, predicated on time, completion of specified training, and satisfactory evaluations, are also more predictable in the military than in law enforcement. A system which makes rewards, in terms of promotions or placement, dependent heavily on time in service and organizational loyalty (company man), has no place in police work. Such a system is directly opposed to the goal of attaining the most efficient and effective use of human resources.

NATIONAL LAW ENFORCEMENT SURVEY: A SYNOPSIS

Career Development Project-March, 1972

A National Survey of law enforcement agencies was conducted by the Los Angeles County Sheriff's Department in order to establish the "State-of-the-Art" of career development in the field, and to further identify the needs for such a system.

One-hundred and fifty cities with populations exceeding 100,000 were surveyed during March, 1972. A total of ninety-seven questionnaires were returned from cities ranging in population from 101,000 to over 6,000,000, covering 34 states and the District of Columbia.

The survey itself consisted of a nine-page questionnaire which addressed 25 different areas for response (see Appendix B). Among these 25, four questions (10, 18, 19, and 20) were specifically directed at discovering the frequency of career development system components among police personnel management systems. Question 23 was also of special value for our purpose as it prioritized national police problems and substantiated the need for career development programs throughout the nation. The results and findings of the entire survey provide an abundance of information which may be of particular interest and value to agencies wishing to evaluate their operations in light of national trends in the areas surveyed.

NEEDS AND PROBLEMS OF LAW ENFORCEMENT

Question #23

List in rank order the five most important employee problems facing your Department today.

The five most repeated employee needs and problems were reported to be:

Need	Rank	Percent
A Sound Employee Training or Development Program	1	42
Qualified Applicants	2	21
Modern Equipment, Facilities and Updated Law Enforcement Art	3	14
Improved Community Relations	4	12
Qualified Minorities	5	6
Miscellaneous: Budget Increase Seniority De-emphasis Less Stringent Residency Laws Improved Safety Measures	6	5

Problem	Rank	Percent
Employee Compensation and Benefits Not Atractive	1	43
Lack of Good Supervision	2	11
Lack of Good Internal Communications	2	11
Miscellaneous: City Government Interference Antiquated Civil Service Procedures Corruption	2	11
Morale (Esprit de Corps)	3	8
Collective Bargaining	4	6
Recent Court Decision	5	4
Poor Working Conditions	6	3
Turnover	6	3

Further findings of the survey revealed the absence of Career Development components, and in no case did any responding agency have a complete system functioning.

Question #10

Does your Department have a complete set of position specifications for all sworn personnel (e.g., separate specifications for Vice Officer, Motorcycle Officer, Administrative Officer, etc.)?

Only 52 responding agencies, or 55%, stated that they maintained a complete set of position specifications. However, further communications with agencies who maintained position specifications showed that most of them only maintained a position title list and not a complete description of those positions.

Question #19

Do you have an automated personnel data system? Do you feel it performs to all your needs?

Departments utilizing some type of Automated Personnel Information System accounted for only 22%, or 21, of the responding agencies. Of these 21 agencies only 10 felt their systems are in need of over-haul or simply have insufficient computer capability.

Question #20

Do you have any type of formal Personnel Counseling Program (other than rating or performance evaluation) for sworn personnel?

Nine agencies reported to have some form of formal career counseling available to officers. Only two Departments specifically directed counseling at career and educational development, the others provided a variety of personal problem solving services ranging from psychiatric treatment to marriage counseling.

Question #18

Does your Department have a formal Employee Development Program for sworn personnel at all levels of the organization?

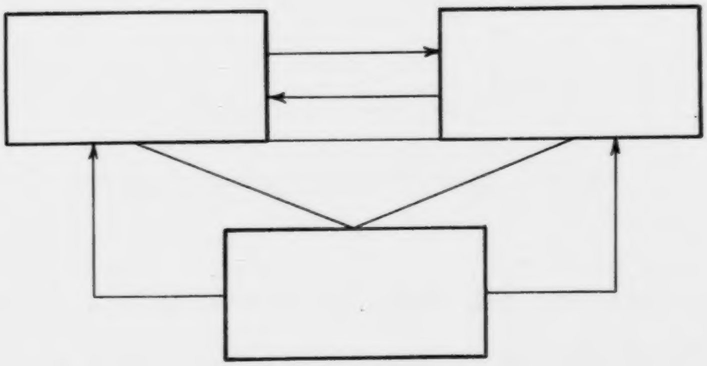
Most encouraging, of the findings, was that 26 of the 94 responding agencies reported having formal employee development programs. However, only 19 stated the programs were available to all levels within their Department, while five programs were for supervisors only and two were available to patrolmen only.

As we interpret the survey data we see some good signs, and some not so good. It is encouraging to know that within the law enforcement field there is an effort being made to upgrade personnel management systems by increasing technical skills and capabilities. While all too infrequent, tools are being developed and utilized which increase the level of organizational awareness about personnel and their needs and capabilities. Position Specifications Catalogs, Automated Personnel Information Systems, Career Counseling Programs, and Employee Development Programs are increasingly being introduced into police personnel management systems.

Perhaps the most disappointing commentary to be gleaned from this survey is the apparent lack of any universal application of these tools, techniques, or programs within law enforcement today. The awareness of this single most overriding condition - the lack of total systems directed at the development and utilization of police personnel - is the most challenging finding of the "state-of-the-art" survey.

CHAPTER IV

THE PHILOSOPHICAL BASIS OF CAREER DEVELOPMENT

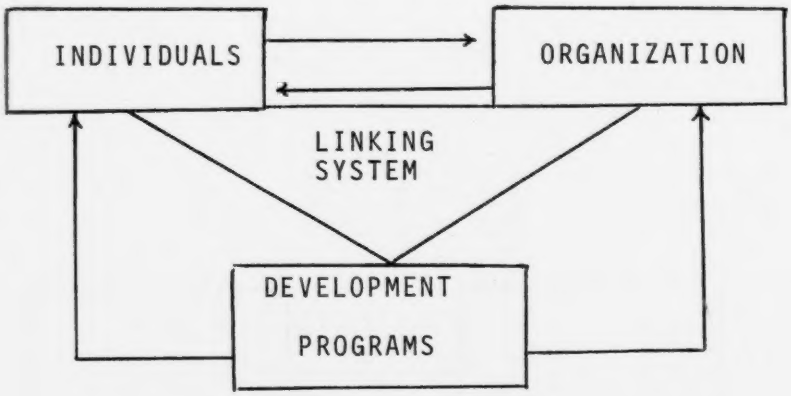


IV

THE PHILOSOPHICAL BASIS OF CAREER DEVELOPMENT

The Philosophical Basis of Career Development

From a philosophical standpoint, Career Development adopts a relatively uncomplicated approach to personnel management. Despite the many varied forms of Career Development found in industry and in the military, we have concluded that virtually all systems of this type may be characterized by the following model:



MODEL CAREER DEVELOPMENT SYSTEM

Before addressing the respective components illustrated by the above diagram, it is appropriate to first explain the need to "design" a career development system when "industry-proven" systems are already available.

The Least Common Denominator

In the course of writing this manual, many Career Development programs were examined. Many of these program, especially those in industry, were, in reality, executive development programs aimed at identifying the skills, education, and other attributes of prospective managers. In effect they were corporate officer candidate schools and were designed with one goal in mind: to maximize the organizational benefit of executive personnel. Most Career Development programs evaluated were more concerned with the individual. Some even provided career guidance, career pathing, and suggestions on beneficial training for positions desired by the individual. By and large, however, these programs were too often directed to those in upper management. Frequently individuals lower in the organization were too many and too transient to be similarly "developed." In short, nowhere in industry was there a ready-made interchangeable Career Development system suitable for law enforcement.

Law enforcement is not a transient labor enterprise. Not only is the labor pool highly stable by relative standards, but also, the very nature of the work bespeaks the importance of the individual. Police management must be vitally concerned with not only the safety of the patrolman, but with his mental state; for this governs his ability to function effectively. No other profession gives an employee the awesome potential to take another's life, and relies so heavily on his own good judgment without the benefit of close supervision.

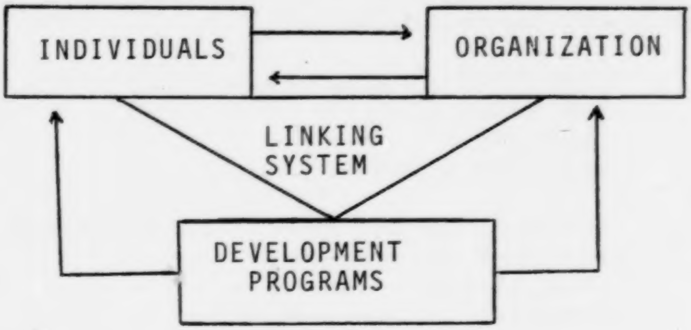
Job dissatisfaction at the patrol level may contribute toward a diminished level of public service, irrational acts on duty, and an improper use of authority in the performance of the police function. These symptoms are dealt with on a daily basis by police administrators and supervisors nationwide. The key to this dilemma lies not as much in the treatment of the symptoms as it does in the treatment of the cause: Job dissatisfaction.

Nearly all of the Career Development systems examined as part of the industrial survey were directed toward top management; even to the exclusion of other levels of the organization. Clearly, the need for Career Development in law enforcement not only exists at the management level, but also, and perhaps even more immediately, at the line level. The need for Career Development is greatest wherever the most people can be affected. That is, throughout the department, and not exclusively for the fortunate few higher in the organizational hierarchy.

It is the key difference, this ultimate dependence on individual judgment, which sets apart law enforcement's needs from those of other organizations. In writing this manual, it was necessary to reduce all known systems to their basic elements. After considerable research, four elements were identified as being common to all Career Development systems, regardless of their size, complexity, or organizational intent.

The Four Essential Elements

The four essential elements in any Career Development program are the following:



The diagram indicates the basic relationship of the various components. While individuals comprise the organization, they can also be considered apart from the organization. It is assumed that people affect the organization and vice versa.

Basically, Career Development is the identifying of Individual and Organization characteristics, the identification of needs in both areas through the Linking System component, and finally, meeting those needs through the Development Programs component.

Individuals

It is necessary that all individuals within an organization be identified as to their:

attitudes
capabilities (strengths and weaknesses)
desires
skills
potential
drive
capacity
performance

If an organization is to make any meaningful evaluation of its work force, it must have ready access to the types of information suggested above. This is the first step in identifying personnel needs regarding:

Training	(increasing technical proficiency) job rotation understudy training classes
Education	(increasing conceptual proficiency) personal development sensitivity exposure to new concepts

Accurate and fast access to personnel information is essential.

Organization

A concurrent need along with personnel information is organization information. In much the same way that information regarding personnel attributes is necessary, so also is information regarding organization attributes essential. This takes the basic form of a Position Specification for each unique position.

When a Position Specification is completed for each position, a vast store of data will be available concerning the requirements of the Department based on the types of jobs therein and their individual demands.

If any accurate assessment of the Department's needs is to be made, this information first must be available. This task is not as simple as it may first appear. The difficulty is that there is now an industry-wide controversy over exactly which information is of most value in "getting to know the organization."

Some job evaluation techniques prefer to characterize each respective position in terms of the Skinnerian Stimulus-Response (SR) Theory; e.g., measure each man's raw materials when he begins, then measure the completed work product when he is finished. The net change, from beginning to end, including all related tasks, is the measure of each man's job description. This SR approach to determining job descriptions is useful in some applications involving mechanical or manipulative processes, but it suffers from a serious flaw. The Skinnerian SR approach only measures change, not process. It fails to measure such intangible commodities as supervisorial or cost responsibility, creativity, education required, mental skill, etc., and therein lies its major shortcoming.

It is an unfortunate truism in the state-of-organizational-art that job evaluation techniques are not presently reducible to a set of specific formulae. Put bluntly, it is still a subjective matter. Recognizing the inherent short-comings of the Skinnerian approach, we chose not to emphasize change as our criteria, but rather to consider both process and change. Our intensions were to measure both the intangible qualities of process and the finite quantities of change.

We do not purport to have selected the "best" criteria suitable in all cases, for all agencies. Rather, we feel that our selection of criteria is best suited to our own needs, and we hope that others, after careful evaluation of their own departments, may find our selection of value for their own applications.

Obviously, any successful Career Development program must include a method to identify the needs and demands of each specific position in the organization as well as a method to identify the needs and interests of each employee. Parallel systems must therefore be developed.

Given on the one hand that the organization recognizes both qualitatively and quantitatively the demands it makes on its officers, and, on the other hand, that each individual has been fully assessed as to his needs, desires, and abilities, then it follows that there should be some means to reconcile these two data sources into a mutually optimal agreement. It is important, however, that the information concerning each must be compatible. This requires the use of an unorthodox type of personnel information.

No longer can the traditional biographic personnel information customarily contained in most agencies' files be considered sufficient. In building a new, more comprehensive personnel management system we must look toward newer, more useful kinds of personnel information.

Linking System

Once data have been gathered and made available concerning the Department and its people, some means must be established to analyze these data. The primary purpose of the linking system is to identify immediate short, and long range needs in both the organization and its members. This may be accomplished by employing a number of different techniques.

Comparison:

Department needs - individual capabilities
Individual needs - Department potential for meeting needs
Department goals - individual goals

Quality Control:

Performance evaluation
Cost-benefit analysis
Feedback loops

Planning:

Manpower forecasting (change charting)
Organizational forecasting (organization in light of environmental change)

Career Counseling is an integral component of a Career Development plan. It forms the basis of the linking system component. No other technique can match personal counseling's unique ability to evaluate the individual. A Career Development proposal must include some provision for evaluating the capabilities, experience, training, drive, and needs of each individual in the program. Career Counseling is the cornerstone of success in the Career Development program. It is at this point that the needs of the individual and the organization will be compared, evaluated, and suggestions for remedial action be given when necessary.

This area of needs identification is a critical one. Accurate assessment of needs is based on accurate data which are properly interpreted and analyzed. This is the area which "ties it all together."

Development Programs

Development programs may be divided into the following areas:

Vocational
Personal
Conceptual
Leadership (management skills)
Application

The first four areas concentrate on the individual. The last, while involving the individual, concentrates on the organization. The organization must be so arranged that the individual is permitted to apply what he has learned.

This is the change agent function of the Career Development system. The preceeding phases have identified individual and organizational characteristics and have analyzed the data to indicate needs. Now, something must be done to meet those identified needs. This may be accomplished through development programs designed to meet individual and organizational needs. Some examples are:

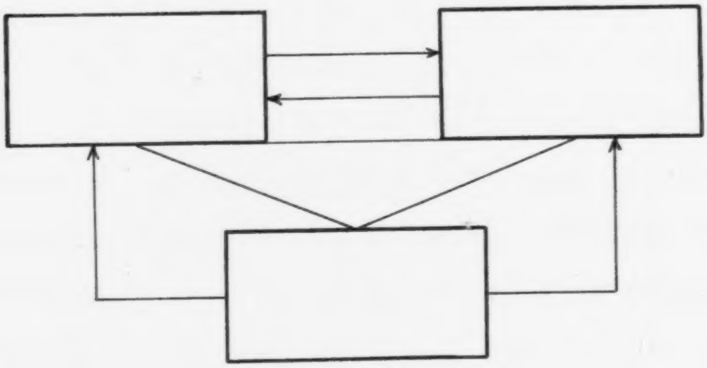
Career planning
Coaching
Conceptual development
Delegated duties
In-service training
Job enrichment
Job rotation
Organizational restructuring
Outside (civic) programs
Personal counseling (career)
Personal development
Personnel exchange
Public speaking
Role playing
Selected training programs
Self study
Sensitivity training
Special problems research
Understudy

The above listing of examples is by no means considered complete, but is given to show the general types of programs which may be considered.

Historically, Career Development programs have dealt with the executives of the organization. Personnel systems have traditionally failed to recognize the need to be responsive to employees who are not yet executives. Career Development must affect all levels within the organization.

CHAPTER V

POSITION SPECIFICATIONS CATALOG



V

THE POSITION SPECIFICATIONS CATALOG

The purpose of this chapter is to demonstrate one method for developing a Position Specifications Catalog. Specifically, the chapter will show how a catalog was developed by the Los Angeles County Sheriff's Department.

Of the four system components, the catalog provides the capability to more accurately identify organizational needs in terms of what jobs (tasks) are being performed and what the demands of those jobs are.

Information about the organization, its objectives, responsibilities, and operational functions is something that must be available in order to properly manage personnel resources. The Position Specifications Catalog is a major component of the Career Development system which can provide much of this needed information. It is a comprehensive compendium detailing the duties, demands, requirements, and other critical data about each distinctive position within the organization.

The Position Specifications Catalog is the instrument which provides the potential means to assess organizational demands and functions (jobs) interms of needed personnel capabilities.

The use of Position Specifications or Job Descriptions has frequently been a point of controversy among some industrial managers. The relative worth of descriptions as an analytical tool, as compared to the cost of establishing and maintaining them, is often questioned. Although we have found this situation to be true in many cases, to the best of our knowledge the value of job descriptions has not been disproven when utilized in the manner we propose (within a system framework).

In essence, we conceptualize the Position Specifications Catalog as a device to more accurately assess the organization. It contains the basic information about the organization which can be contrasted against the assessment of existing characteristics and attributes of available manpower resources.

Position Specifications are the first half of the combination needed to compare organizational needs with individual capabilities. The othen half, the mechanism for identifying individual capabilities, is provided by the Automated Personnel Information System, to be discussed in the next chapter.

The possibilities for computer analysis of data drawn from Position Specifications are many, and are similar in theory to the increasing practice of automating personnel data; i.e., the organizational skills index, and personal history or profile "print-out."

Functions can be evaluated, not in terms of individuals, but rather, in terms of organizational objectives, many of which are mandated by law to the police. For example, factor comparisons of positions, that is, an evaluation of jobs based on respective skills, experience, education, training, etc.

necessary to allow for optimal performance in each job can be determined and analyzed. Overall evaluations may show that two-hundred departmental positions call for a college education and a cross check of available personnel with this education shows that only one-hundred people meet this qualification. Using this hypothetical situation we would like to show the potential a Position Specifications Catalog can have, if utilized within a system, in identifying organizational strengths and weaknesses.

Findings of this kind can then be used to direct the areas of emphasis in both long and short range plans. Using such a technique we will conceivably be able to more accurately define changing police selection standards, training standards, and the police role relative to a variety of situations.

Independent of the other system components, the Position Specifications Catalog is of value on its own. The Catalog is of benefit in any organizational analysis task which may involve streamlining operations through consolidation of functions, or any other re-organizational method. In budget preparation, the Catalog is again a valuable source of information, particularly if written justifications are required to substantiate new or existing positions and their functions.

As a tool for placement of personnel, the catalog virtually serves as the placement manual. Inasmuch as it not only identifies jobs, but also the requirement of those jobs, it is an invaluable tool. The entire placement process, which also lends itself to the identification of needed training and development, is the subject matter of Chapter VIII, entitled Career Counseling.

Apart from the organizational benefits accrued from maintaining a Position Specifications Catalog, there are two significant benefits of equal importance to individuals.

First, from the standpoint of the potential police recruit, the Catalog shows all the different career opportunities and job options which can possibly be achieved in the Department.

Second, for the in-service officer, the Catalog can be used as a reference source for discovering other avenues of job interest and for planning his career path.

What follows is the substance of the task force methodology used by the Career Development Bureau in developing the Los Angeles County Sheriff's Department's Position Specifications Catalog.

Prior to the formulation of the Position Specifications task force, the Career Development Bureau drafted a task force manual which provided an explanation of the project and step-by-step instructions for the task force representatives. This manual not only clearly defined the project, but it also reduced the number of required task force meetings to a mimimum - in this case only two.

This manual identified and gave instructions for the completion of three basic tasks.

Task I -- Job Title Determination

The first task called for the compilation of a list of job titles for all distinctive positions from Detective Sergeant through Division Chief. A previous project which established a new pay structure ranking Deputies I through IV and created a new position of Detective Sergeant had already identified unique positions held by Deputies. Therefore, our task was to complete the Position Title List for the remainder of the Department's positions, starting with Detective Sergeants and ending with Division Chiefs.

Prior to completing this task, we had been categorizing our 5,900 man Department, including 1,100 Reserve Deputies, into only nine different position specifications, which described the general duties of existing rank classifications. We did not have an accurate or formal count of the many unique job functions being performed within these nine personnel groupings. Nor did we have a central evaluation of the personnel qualifications required in each of these positions.

Utilizing the Position Title Questionnaire, found in Appendix C, we surveyed our entire Department and established a new list of position titles for every Division. The successful completion of Task I resulted in the formulation of a new list of position titles within the Los Angeles County Sheriff's Department. This list, the first of its kind in the organization, identified a total of 613 distinctive positions within the Department.

The fact that this task identified some two hundred positions more than anticipated serves to underscore the importance and value of this task as a tool to provide a measure of insight into the organization's basic functioning units.

Any Department that has not already identified position titles for all unique positions throughout the Department may find it useful to utilize the techniques of Task I of this manual to do so.

Delineated in Appendix C is the new Position Title List developed in Task I.

Task II -- Data Gathering

The second task involved the distribution and collection of completed Position Questionnaires for each of the 613 positions identified in Task I. Whenever possible two questionnaires were completed by different people working each position. Over 800 questionnaires were completed in this data gathering process.

Appendix C contains an actual copy of a completed questionnaire returned from our Homicide Bureau (Detective Division), and a copy of the Position Specification that was written from the questionnaire data.

Task III -- Feedback and Confirmation

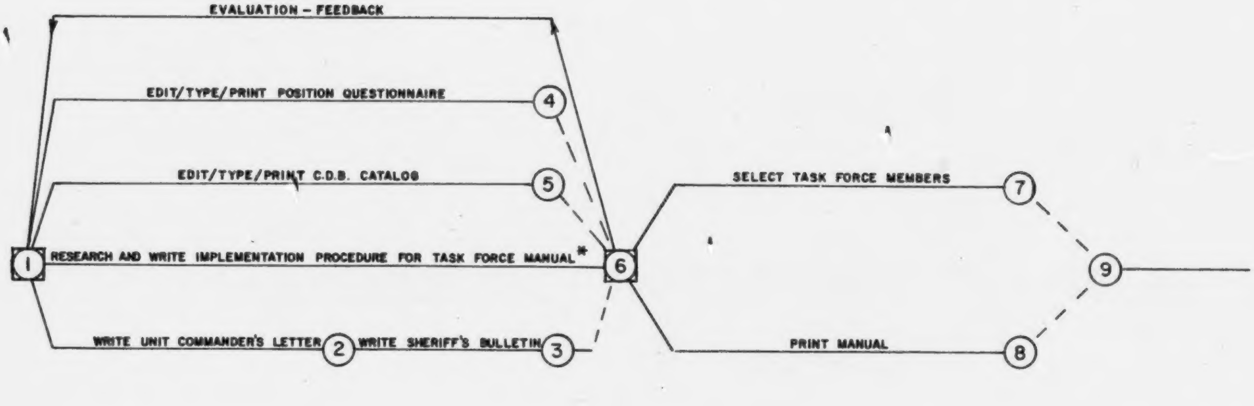
The third and final task to be completed in developing a Position Specifications Catalog is one of quality control inspection of the written specifications. Each specification should be reviewed and approved by the respective divisions prior to finalizing the catalog.

Once the catalog has been published, close attention should be paid to insure that it is properly and adequately maintained and updated as organizational changes occur.

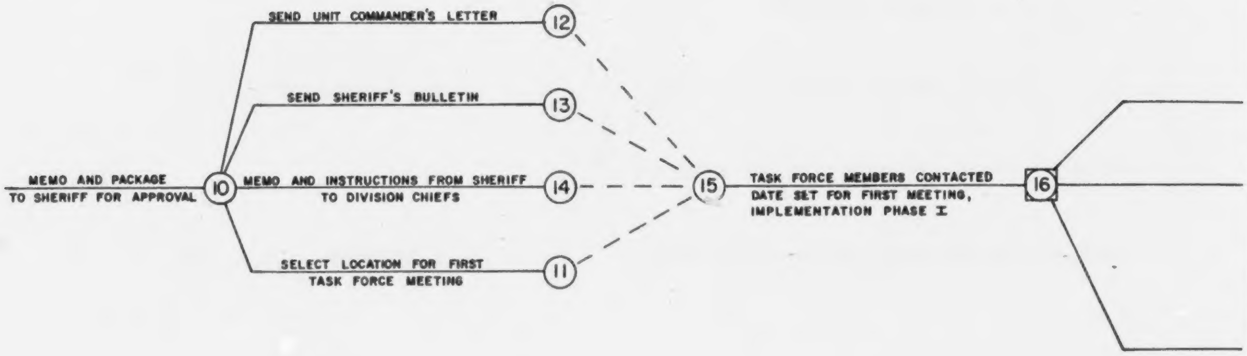
Position Specifications - Implementation Plan

In ord~~er to~~ illustrate the process used in developing the Los Angeles County Sheriff's Department Position Specifications Catalog, the PERT chart used to direct project work has been included in the remaining pages of this chapter.

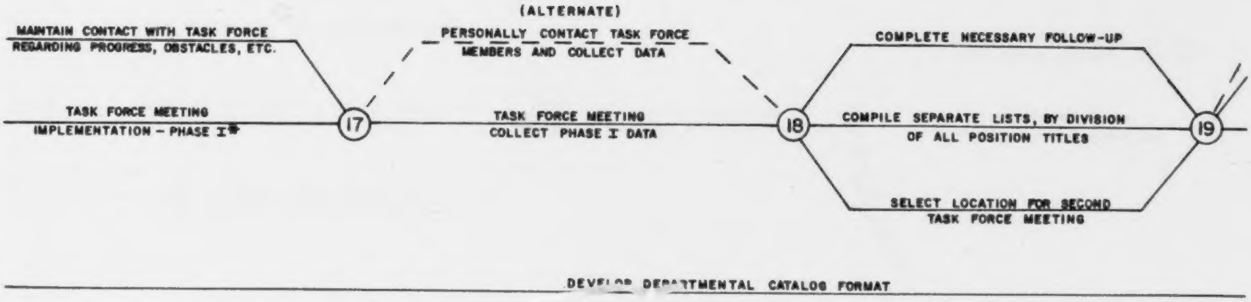
If the reader wishes to examine the implementation plan used in this project, the entire plan, entitled POSITION SPECIFICATIONS TASK FORCE MANUAL, is included in Appendix C.


EVALUATION – FEEDBACK
EDIT/TYPE/PRINT POSITION QUESTIONNAIRE
4
EDIT/TYPE/PRINT C.D.B. CATALOG
5
SELECT TASK FORCE MEMBERS
7
1
RESEARCH AND WRITE IMPLEMENTATION PROCEDURE FOR TASK FORCE MANUAL*
6
9
WRITE UNIT COMMANDER'S LETTER
2
WRITE SHERIFF'S BULLETIN
3
PRINT MANUAL
8

*MANUAL TO CONTAIN THE ABOVE ACTIVITIES INCLUDING TABLE OF CONTENTS, PHASE I TIME FRAME, INSTRUCTIONS AND ASSISTANCE FORMS, PHASE II TIME FRAME, INSTRUCTIONS AND ASSISTANCE FORMS.

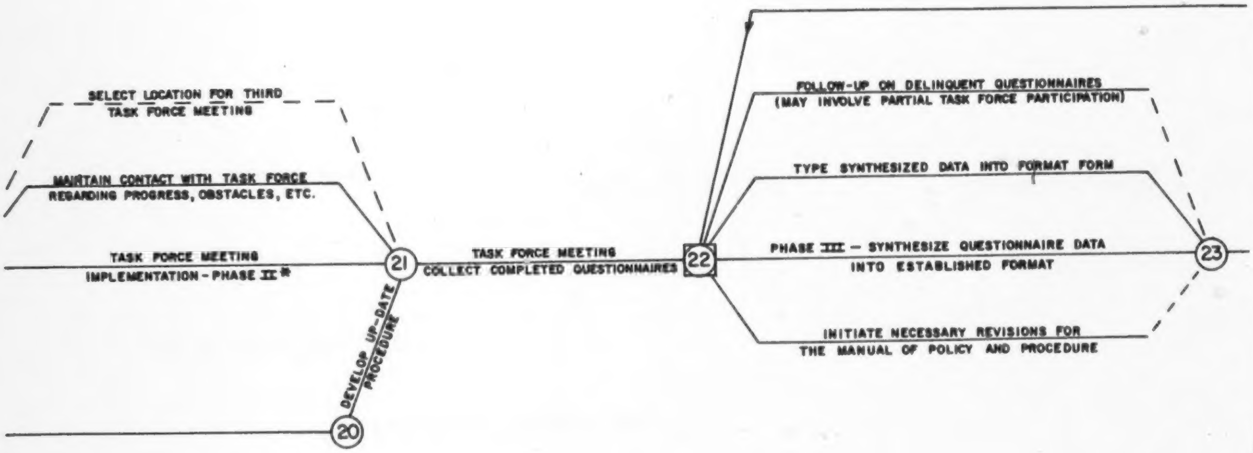

MEMO AND PACKAGE
TO SHERIFF FOR APPROVAL
10
SEND UNIT COMMANDER'S LETTER
12
SEND SHERIFF'S BULLETIN
13
MEMO AND INSTRUCTIONS FROM SHERIFF
TO DIVISION CHIEFS
14
SELECT LOCATION FOR FIRST
TASK FORCE MEETING
11
15
TASK FORCE MEMBERS CONTACTED
DATE SET FOR FIRST MEETING,
IMPLEMENTATION PHASE I
16

POSITION SPECIFICATIONS

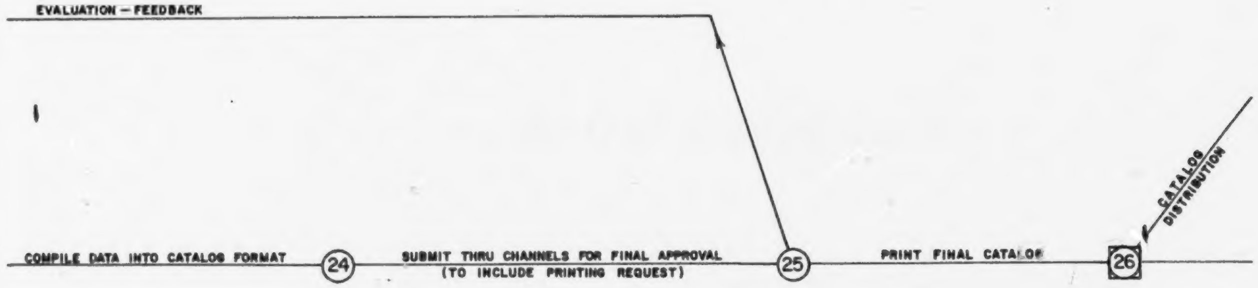

(ALTERNATE)
MAINTAIN CONTACT WITH TASK FORCE REGARDING PROGRESS, OBSTACLES, ETC.
PERSONALLY CONTACT TASK FORCE MEMBERS AND COLLECT DATA
COMPLETE NECESSARY FOLLOW-UP
TASK FORCE MEETING IMPLEMENTATION – PHASE I*
17
TASK FORCE MEETING COLLECT PHASE I DATA
18
COMPILE SEPARATE LISTS, BY DIVISION OF ALL POSITION TITLES
19
SELECT LOCATION FOR SECOND TASK FORCE MEETING
DEVELOP DEPARTMENTAL CATALOG FORMAT

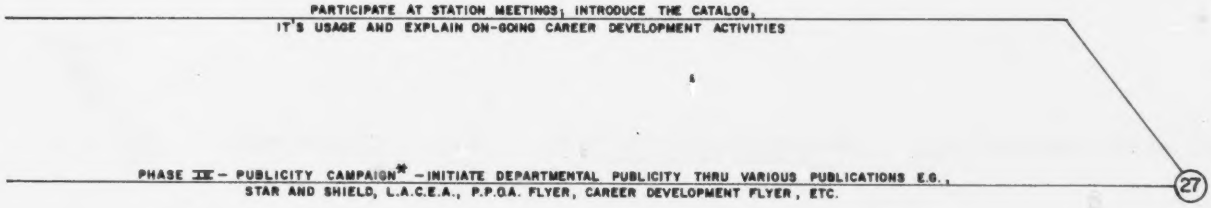
*AGENDA : DESCRIBE THE PROJECT AND ITS OBJECTIVES.
EXPLAIN USAGE OF ASSISTANCE FORMS; VARIOUS
DATA GATHERING TECHNIQUES, TIME FRAME
AND ASSIGNMENT OF PHASE I.

CATALOG IMPLEMENTATION PLAN


SELECT LOCATION FOR THIRD TASK FORCE MEETING
MAINTAIN CONTACT WITH TASK FORCE REGARDING PROGRESS, OBSTACLES, ETC.
TASK FORCE MEETING IMPLEMENTATION - PHASE II *
21
DEVELOP UP-DATE PROCEDURE
20
TASK FORCE MEETING COLLECT COMPLETED QUESTIONNAIRES
22
FOLLOW-UP ON DELINQUENT QUESTIONNAIRES (MAY INVOLVE PARTIAL TASK FORCE PARTICIPATION)
TYPE SYNTHESIZED DATA INTO FORMAT FORM
PHASE III - SYNTHESIZE QUESTIONNAIRE DATA INTO ESTABLISHED FORMAT
INITIATE NECESSARY REVISIONS FOR THE MANUAL OF POLICY AND PROCEDURE
23

*AGENDA: OUTLINE OF PHASE II; QUESTIONNAIRE DISTRIBUTION AND USAGE, METHODS FOR DATA GATHERING AND RETRIEVAL; TIME FRAME.

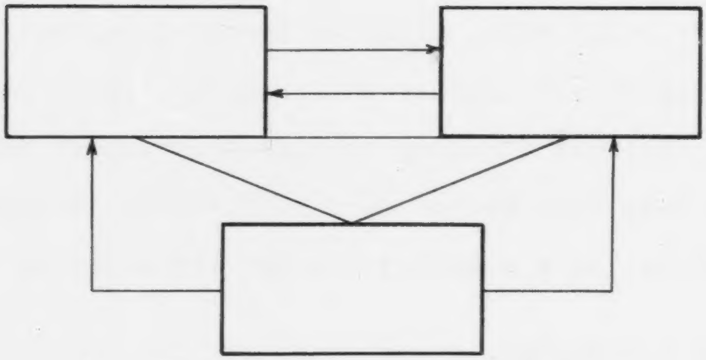

EVALUATION – FEEDBACK
COMPILE DATA INTO CATALOG FORMAT
24
SUBMIT THRU CHANNELS FOR FINAL APPROVAL
(TO INCLUDE PRINTING REQUEST)
25
PRINT FINAL CATALOG
26
CATALOG DISTRIBUTION


PARTICIPATE AT STATION MEETINGS; INTRODUCE THE CATALOG,
IT'S USAGE AND EXPLAIN ON-GOING CAREER DEVELOPMENT ACTIVITIES
PHASE IX - PUBLICITY CAMPAIGN* - INITIATE DEPARTMENTAL PUBLICITY THRU VARIOUS PUBLICATIONS E.G.,
STAR AND SHIELD, L.A.C.E.A., P.P.O.A. FLYER, CAREER DEVELOPMENT FLYER, ETC.
27

*EXPLORE THE POSSIBILITY OF UTILIZING SEVERAL S.I.B. PERSONNEL AS SHORT TERM PUBLICITY AGENTS.

CHAPTER VI

THE AUTOMATED PERSONNEL INFORMATION SYSTEM



VI

THE AUTOMATED PERSONNEL INFORMATION SYSTEM

An Overview

The Career Development Concept postulates a need to identify the individual's capabilities, skills, desires, and attributes. The availability of information about these factors is critical in the assessment of the man in terms of his job. Moreover, this assessment capability must be available in order that personnel information may be compared with Position Specifications which assess the job in terms of human qualifications.

The Automated Personnel Information System (APIS) was developed in order to facilitate a Career Development Program within the Los Angeles County Sheriff's Department. Specifically, it was designed to provide more rapid access to personnel records. The capability for rapid access is not attainable, in a department our size, when using manually operated systems. The computer approach outlined in this chapter, while not particularly suitable or feasible for many smaller departments which can provide the same information more efficiently through manual means, should be useful as a planning aid for the majority of departments.

The Need for a Computer

Career Development entails maintaining far more information than the traditional biographic data customarily found in personnel folders. This additional information tends to become unmanageable, especially when it must be dealt with in large volumes. Most departments, and certainly the larger ones, will find it highly desirable to include a computer in their Career Development program planning.

Regardless of the decision to use either a computer or a manual system, the essential information needed for Career Development will remain unchanged. It is important to consider the basic question of computerization. The system, whether automated or manual, must be capable of providing certain necessary personal information about each individual in the organization. This information must be available rapidly to answer management's inquiries and to provide an accurate and timely means of assessing personnel capabilities.

Many departments, however, can maintain their necessary personnel information quite satisfactorily using manual techniques. Some may find a series of punched cards and a spindle to be an effective retrieval system. The point to be emphasized is that a computer per se may not be necessary for effective Career Development. Any system which can provide the necessary information rapidly and economically should be carefully considered. Naturally, as the size of the department increases, so also will the limitations of most known manual systems. In view of this fact, some departments will probably best be advised to adopt a "computer" approach as outlined in this manual.

The Computer: Ownership vs. Leasing vs. Timesharing

One primary concern will be that of cost. Computers are expensive. They are costly to purchase, costly to program, and costly to maintain. For these reasons, it may be difficult to obtain the necessary financial support for such an expenditure.

Computer prices vary widely depending on system size, the number of terminals, and a multitude of other technical considerations. In this section a number of computer-acquisition alternatives will be addressed.

Purchasing a Computer

The purchase of a computer offers several advantages, but not without some serious shortcomings. The initial cost of the computer itself (hardware) plus associated terminals and related software may vary from $20,000 to $2,000,000 depending upon the brand, generation, and the core storage capability of the system. Smaller departments will not generally require as much storage or as many terminals as will larger departments.

It is sometimes possible to buy an "obsolete" computer which could well satisfy the personnel record keeping needs of many departments. Computer vendors generally distinguish between the first, second, and third generation of computer hardware design.

The first generation computers are the most primitive by modern day standards, and usually involve vacuum tube systems. These systems are of pre-war vintage and are not well suited to the needs and demands of Career Development. It is doubtful that this type system would even be offered for sale since newer, and superior systems are more readily available.

The second generation computers, which are most commonly found in industry today, are transistor-based and well-suited to the needs of Career Development. In many cases, again depending on the core storage capability, these systems are also well-suited to many statistical applications useful in police-work. Inmate rosters, court lists, payroll computations, field interview, report data, and geographic crime distributions are but a few of the possible uses for such a system.

The second generation computer is probably the best compromise in terms of cost and capability. These systems are sometimes sold second-hand, especially by large firms dealing with the complex, massive computer applications. These firms, in many cases, divest their second generation equipment in favor of outfitting with the newer, more advanced third generation equipment. In some of these cases, suitable hardware can be obtained at substantial savings.

The third generation computer is an outgrowth of new microcircuitry techniques which are still being developed. These new systems are beyond the financial capabilities of all but a few law enforcement agencies. Therefore, they will not be considered in this manual.

There are several advantages and disadvantages in buying a computer system. One advantage is that of positive system security. Confidential personnel information can be maintained in-house with little fear of outside access. This feature is appreciated when other systems, namely timesharing systems, are discussed. A chief disadvantage in purchasing a computer is that frequently the organization's demands on the system soon saturate the hardware's capability. The substantial initial investment and depreciation of hardware due to technological advances tend to prohibit major expansion of equipment capabilities once the system is installed. For this reason, many major industries choose to lease equipment. This allows a great flexibility to modify and expand the system as changing conditions warrant.

Leasing a Computer

Leasing a computer can cost from $2,000 to $20,000 per month depending on the system. As already mentioned, leasing offers a degree of system flexibility not offered by direct purchase. Leasing also offers the advantage of low, short-term cost. Most lease agreements involve the physical installation of computer hardware in a departmental facility. This advantage provides an additional measure of security for the confidential personnel data maintained within the system. Both in terms of systems flexibility and security, computer leasing appears the most advantageous avenue for most major police agencies attempting Career Development.

A disadvantage of leasing a computer, or for purchasing one, is the responsibility to program and staff it with qualified technicians. Most major computer vendors provide instruction on programming of their hardware, but for the most part this instruction is inadequate except for the most elementary programs.

In leasing or buying a computer, it may be advisable to retain a qualified civilian programmer to supplement the efforts of departmental personnel in operating the system. Failure to maximize computer capabilities, especially after such a major expenditure, may be a source of concern to the funding body and may reflect negatively on the department in general.

Whether it is more expedient to cross-train police personnel in computer technology or to familiarize computer consultants with police applications is a continuing dilemma. Experience reported in our national survey has suggested that neither approach is wholly satisfactory. A great deal may be contingent on the level of independent computer expertise of officers whose previous civilian employment may be an asset to this effort. Where no expertise is present, a reliable consultant is almost a necessity.

A conscientious computer consultant can save the department the cost of his salary many times over. Most computer salesmen seem to overwhelm the novice with a wealth of tehnical explanations which tend to confuse rather than clarify the capabilities of their firm's hardware. Without a qualified representative to address the technical aspects of the system on a level with the sales representatives, the customer may become befuddled and take comfort in the saleman's "try it, you'll like it" sales pitch.

Using a Computer Timesharing System

Timesharing means the joint use of a centralized computer system by two or more firms. Typically, the subscriber pays only for the rental of certain terminal equipment plus a preset rate for the amount of computer time used.

Timesharing offers certain advantages. First, it is inexpensive; from $500 to $6,000 per month total cost. Second, it requires no computer staff, consultants, or maintenance. The system is programmed, staffed, maintained, and all other necessary services are usually provided by the timesharing firm. This relieves the law enforcement agency of the responsibility to provide these expensive functions.

Timesharing firms can usually provide more advanced equipment to meet the changing demands of its system's users. This is an advantage over computer purchase since under this system it is unlikely that an agency would become "system bound" by obsolete hardware.

Timesharing firms sometimes offer a "program option" which permits its subscribers to not only retain ownership of their data base (that information placed into the system), but also ownership of the program itself. This option permits a subscriber to use the timesharing firm's technical expertise in setting up his program, then provides that, after a minimum subscription period, the subscriber can "plug in" the complete, operational "package" into his own system. This is a significant advantage, especially to those agencies wishing to set up a pilot study using a timesharing firm to develop initial programs, and provide other technical assistance.

Timesharing, however, is not without several disadvantages. First and foremost is the problem with security of confidential information. Second is the program design. Either of these disadvantages may be considered important enough to reject timesharing as a possibility.

Security of police records, especially personnel records, is a matter of major concern to management as well as to the patrolman. Timesharing is potentially the least secure means to automate personnel records. In a timesharing arrangement, the subscriber inputs his data through a terminal in the personnel or records section of the department. The information is transmitted over standard telephone/teletype cables to a central computer complex perhaps miles away. The data used in such a computer complex is not maintained by departmental personnel, but rather by civilian employees of the timesharing firm.

Access to confidential information is safeguarded by special dial-code combinations, which are identifying devices that prevent access into departmental files by unauthorized terminals, and by individual scramblers installed on each terminal which are capable of decoding only the data from the subscriber's record files.

These safeguards are primarily designed to prevent any one subscriber from inadvertently accessing other subscriber's files. There is no positive way, despite claims to the contrary, to prevent civilian employees of the timesharing firm from obtaining this confidential data. The technicians who set up each subscriber's elaborate security system necessarily will retain sufficient expertise to enter fields to retrieve data in the event that the subscriber's equipment is destroyed or the special combination is lost. This may be a critical shortcoming.

Another possible disadvantage of subscribing to a timesharing computer system is that these types of firms derive a substantial part of their income from their charges for system use. These charges are generally based on the time the subscriber uses to process his inquiries. It is clear that the complexity of programming routines will affect the time required. For this reason, the programs written by the timesharing firms should be examined closely by outside consultants to insure that they are written in the most time conserving, cost-effective manner possible.

Implementation of an Automated Personnel Information System

The remainder of this chapter describes the basic tasks which were accomplished in the Los Angeles County Sheriff's Department's Automated Personnel Information System Implementation Plan. While these tasks have been determined, outlined, and prepared, to date they have been held pending computer acquisition. Using the plans outlined in the following section, the Los Angeles County Sheriff presently expects the Automated Personnel Information System to be operational within six months following computer acquisition.

The purpose of our implementation plan was to prepare, in advance of computer acquisition, the process and procedures for data gathering. This plan allows six months for data gathering and programming; however, before we could draft this plan, it was necessary to complete several organizational research tasks. These preliminary tasks involved:

1. Identifying all Bureaus and Units which use and/or produce personnel information
2. Identifying all specific and relevant items of personnel data to be maintained within the system.
3. Developing an informational flow system which would establish lines of communications and procedures to facilitate computer "input" and "output."
4. Developing a questionnaire to be used in data gathering.

Using the same approach which had proven successful in developing the Position Specifications Catalog, we again formulated a task force representative of all departmental Divisions.

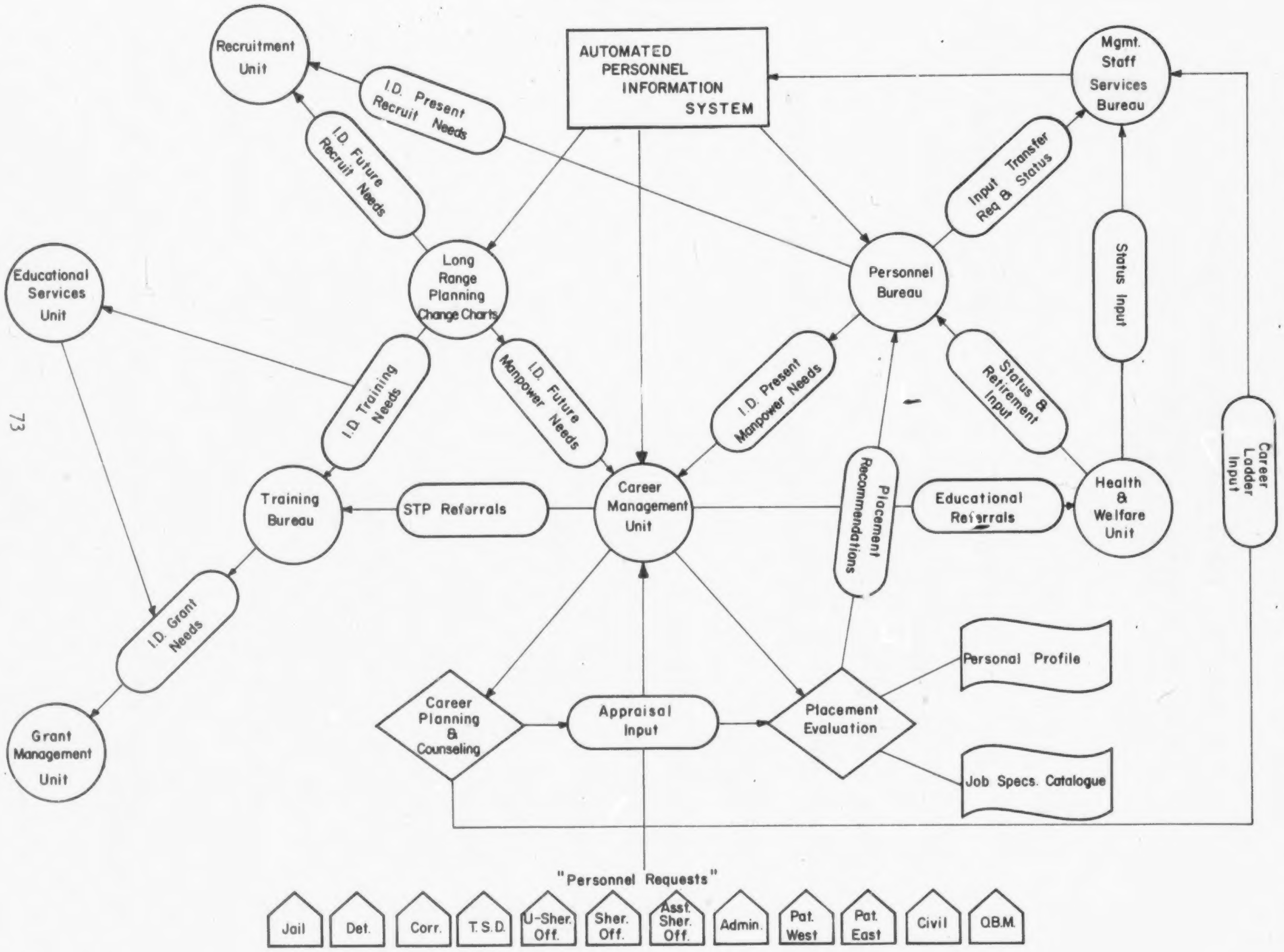
After a brief introduction of the project and the four relevant tasks, members were directed to research the various uses and types of personnel information used in the operations of Bureaus and Units within their respective Divisions. Two separate lists, relative to the first and second tasks, were then completed and returned to a coordinating staff assigned to fully develop the findings of the task force.

A compilation of data from Task One lists were made and a schematic for information flow (task Three) was drafted by staff members. The major concern of task Three was to link all contributors and users of personnel information into an "open system."

This schematic, showing relationships between the various users and contributors in the information flow process, later served as the framework for our total system design. The basic information flow chart is shown on the next page, and the entire system design was included in our Implementation Plan which can be found in Appendix "D".

In a similar exercise staff members worked with data from Task Two lists and drafted a Data Gathering Questionnaire (task Four). Our major concern in the Fourth and final task was to develop a tool (questionnaire) for data gathering which would satisfy all Departmental needs without being redundant. This questionnaire, which makes up the remainder of this chapter, was also included in the Implementation Plan.

INFORMATION FLOW


Recruitment Unit
I.D. Present Recruit Needs
I.D. Future Recruit Needs
AUTOMATED PERSONNEL INFORMATION SYSTEM
Mgmt. Staff Services Bureau
Input Transfer Req & Status
Status Input
Long Range Planning Change Charts
Educational Services Unit
Personnel Bureau
I.D. Training Needs
I.D. Future Manpower Needs
I.D. Present Manpower Needs
Status & Retirement Input
Career Ladder Input
Training Bureau
STP Referrals
Career Management Unit
Placement Recommendations
Educational Referrals
Health & Welfare Unit
I.D. Grant Needs
Personal Profile
Grant Management Unit
Career Planning & Counseling
Appraisal Input
Placement Evaluation
Job Specs. Catalogue
"Personnel Requests"
Jail
Det.
Corr.
T.S.D.
U-Sher. Off.
Sher. Off.
Asst. Sher. Off.
Admin.
Pat. West
Pat. East
Civil
Q.B.M.

Los Angeles County Sheriff's Department

AUTOMATED PERSONNEL INFORMATION SYSTEM
QUESTIONNAIRE[1]

1. Social Security Number (__ __ __/__ __/__ __ __ __)

2. Name ____
Last First Middle Maiden Name

3. Address ____________________________________ Calif. ________
No. Street Apt. No. City Zip

4. Date of Birth (__ __/__ __/__ __)

5. State Where Born ____
(If foreign country, list the country)

6. Sex (_____)
M or F

7. Employee Number (__ __ __ __ __ __)

8. Selective Service Number (__/__ __/__ __/__ __ __)

9. Telephone Number (__ __ __/__ __ __ __ __ __ __)
Area Code

10. Badge Number (__ __ __ __ __)

11. Blood Type (__________)

12. Religious Preference (Optional) ______________________________

13. Anticipated Retirement Date (__ __/__ __)
Mo. Yr.

14. Issued Weapon Serial Number (__ __ __ __ __ __ __ __ __)

15. Primary Off-Duty Weapon (______/________/____________________)
Make Caliber Serial Number

---

[1] Instructions for answering this questionnaire may be found in Appendix D.

16. Descriptions of Newly Purchased Weapons

(______/________/________________)
Make Caliber Serial Number

(______/________/________________)
Make Caliber Serial Number

(______/________/________________)
Make Caliber Serial Number

17. Issued Handcuff Number (__ __ __ __ __ __)

18. Descriptions of Additional Handcuffs

(______/__ __ __ __ __ __)
Make Serial Number

(______/__ __ __ __ __ __)
Make Serial Number

19. Helmet Number (__ __ __ __)

List your desired assignment and rank in one year:

20. ____
(Division, detail, station, etc.) Rank

In three years:

21. ____
(Division, detail, station, etc.) Rank

In five years:

22. ____
(Division, detail, station, etc.) Rank

23. Academy Class Number (If applicable) (__ __ __)

24. Present Rank (__________________)

CODES

Race	Hair and Eye Colors	
1=White	BK=Black	BD=Blond
3=Negro	BN=Brown	RD=Red
5=Mexican-American	GR=Green	WH=White
7=Oriental	GY=Grey	SN=Sandy
9=Other	BL=Blue	
	HZ=Hazel	

25. Description 1 (____ __/____ ____)
Race Height Hair

26. Description 2 (______ ____)
Weight Eyes

27. Number Dependents (__ __)

28. Marital Status (__ __ __)
Sgl, Mar, Div, Wid

Date Processed:
Unit of Assignment __ __/__ __/__ __
Personnel Bureau __ __/__ __/__ __
Training Bureau __ __/__ __/__ __
Health & Welfare __ __/__ __/__ __
Mgt. Staff Services __ __/__ __/__ __

Prior Police Experience (List only outside agencies)

29. ______________________________ ________________ From __ __/__ __
Mo. Yr.
To __ __/__ __
Mo. Yr.

EMERGENCY NOTIFICATION INFORMATION

Immediate Family (Local Resident):

30. ____
Name/Relationship Address Telephone No.

Close Family (In another household):

31. ____
Name/Relationship Address Telephone No.

Fill in applicable code numbers from APIS training code sheet.

32. (__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __).

33. (__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __).

34. (__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __).

EDUCATION

Entries in this section must be accompanied by Xerox copies of diplomas, certificates, credentials, etc.

35. Number College Units Completed (__ __ __)

36. Degrees or Credential Held ______________________________
______________________ Major(s) ______________________

37. Name of Currently Attended College (______________________)

For Personnel Bureau Use Only:

38. Condition (_______________) Reserve/Active/Retired/Resig/Term

39. Hire Date (__ __/__ __/__ __)
Mo. Day Yr.

40. Resign or Term Reason (______________________________)

41. I
POST (__________________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(__________________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(__________________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

42. II
POST (________________________) (___/___/___)
POST Certificate Mo. Day Yr.

(________________________) (___/___/___)
POST Certificate Mo. Day Yr.

(________________________) (___/___/___)
POST Certificate Mo. Day Yr.

43. III
POST (________________________) (___/___/___)
POST Certificate Mo. Day Yr.

(________________________) (___/___/___)
POST Certificate Mo. Day Yr.

(________________________) (___/___/___)
POST Certificate Mo. Day Yr.

44. IV
POST (________________________) (___/___/___)
POST Certificate Mo. Day Yr.

(________________________) (___/___/___)
POST Certificate Mo. Day Yr.

(________________________) (___/___/___)
POST Certificate Mo. Day Yr.

Date (___/___/___) Item No. (________) P-T (_____) Position (________) Salary (__________)

Assignment (________________) Remark (________________) E Rating (________________)

For Training Bureau Use Only

46. PPC (___/___) Mo. Yr.
47. DT (___/___) Mo. Yr.
48. AOS (___/___) Mo. Yr.
49. GAS (___/___) Mo. Yr.

50. Etc. (___/___) Mo. Yr.
51. Trng 1 (___/___) Mo. Yr.
52. Trng 2 (___/___) Mo. Yr.
53. Trng 3 (___/___) Mo. Yr.

54. Beginning Academy Date (___/___/___) Mo. Day Yr.

55. Ending Academy Date (___/___/___) Mo. Day Yr.

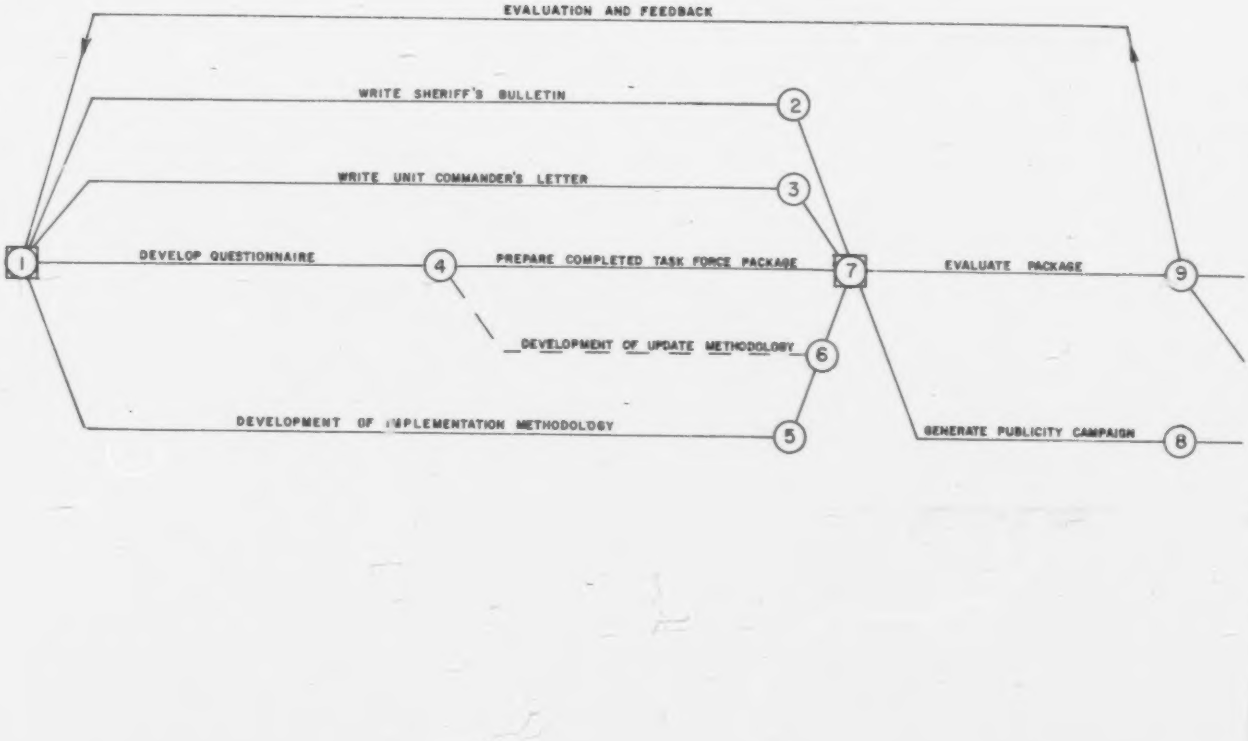
For Health and Welfare Use Only

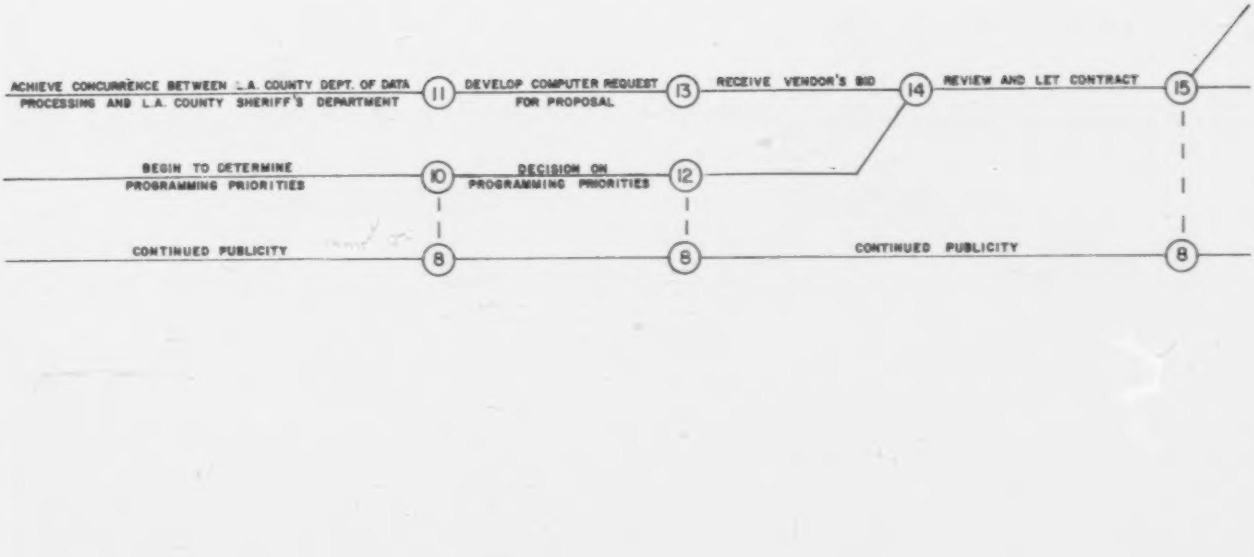
List all job-connected training completed by the individual.

56. (____)

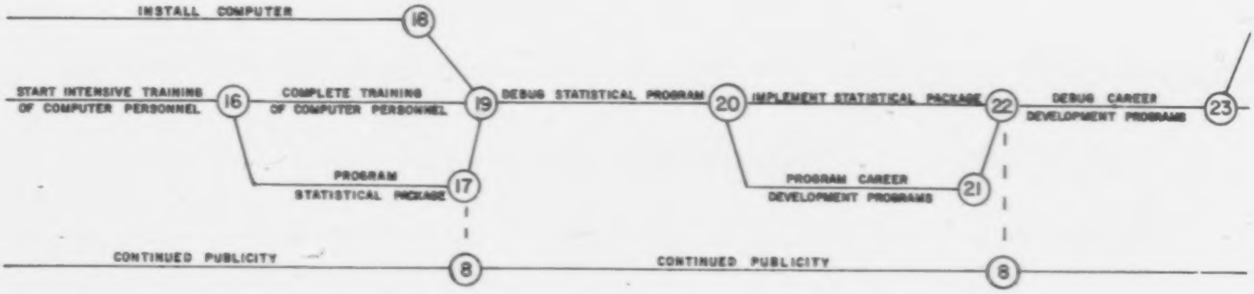
57. (____)

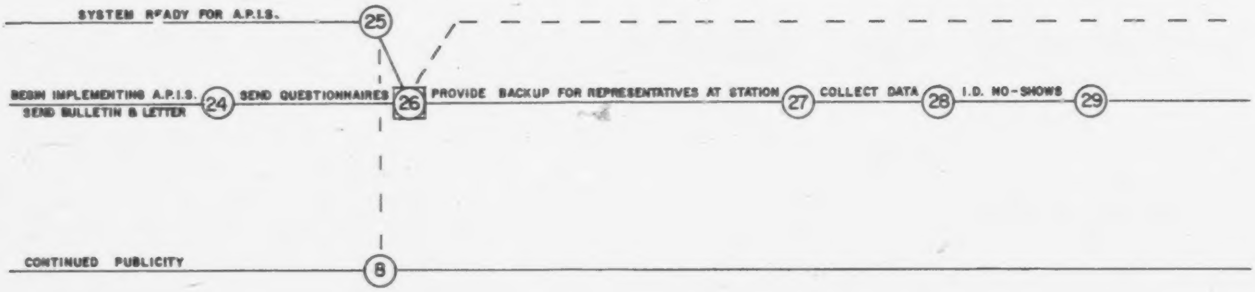
58. (____)

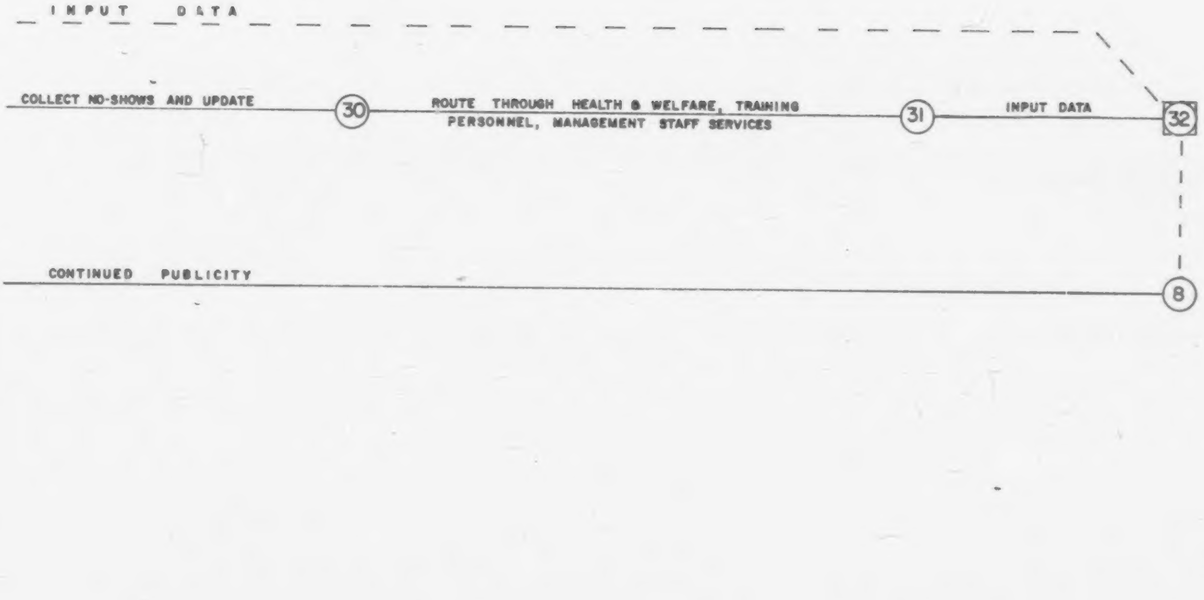

EVALUATION AND FEEDBACK
WRITE SHERIFF'S BULLETIN
2
WRITE UNIT COMMANDER'S LETTER
3
1
DEVELOP QUESTIONNAIRE
4
PREPARE COMPLETED TASK FORCE PACKAGE
7
EVALUATE PACKAGE
9
DEVELOPMENT OF UPDATE METHODOLOGY
6
DEVELOPMENT OF IMPLEMENTATION METHODOLOGY
5
GENERATE PUBLICITY CAMPAIGN
8


ACHIEVE CONCURRENCE BETWEEN L.A. COUNTY DEPT. OF DATA PROCESSING AND L.A. COUNTY SHERIFF'S DEPARTMENT
11
DEVELOP COMPUTER REQUEST FOR PROPOSAL
13
RECEIVE VENDOR'S BID
14
REVIEW AND LET CONTRACT
15
BEGIN TO DETERMINE PROGRAMMING PRIORITIES
10
DECISION ON PROGRAMMING PRIORITIES
12
CONTINUED PUBLICITY
8
8
CONTINUED PUBLICITY
8

THE AUTOMATED PERSONNEL INFORMATION SYSTEM PLAN

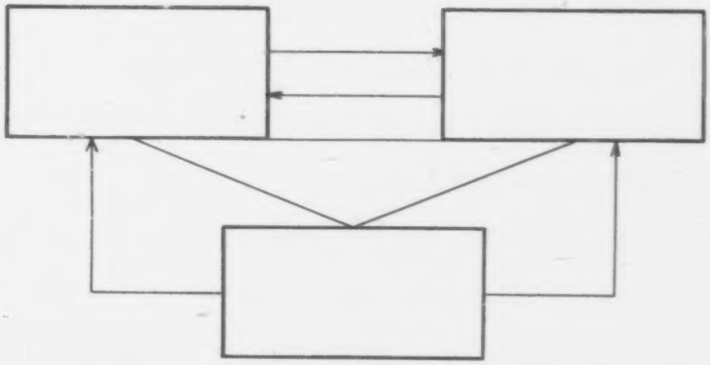

INSTALL COMPUTER
18
START INTENSIVE TRAINING OF COMPUTER PERSONNEL
16
COMPLETE TRAINING OF COMPUTER PERSONNEL
19
PROGRAM STATISTICAL PACKAGE
17
DEBUG STATISTICAL PROGRAM
20
IMPLEMENT STATISTICAL PACKAGE
22
PROGRAM CAREER DEVELOPMENT PROGRAMS
21
DEBUG CAREER DEVELOPMENT PROGRAMS
23
CONTINUED PUBLICITY
8
CONTINUED PUBLICITY
8


SYSTEM READY FOR A.P.I.S.
25
BEGIN IMPLEMENTING A.P.I.S.
SEND BULLETIN & LETTER
24
SEND QUESTIONNAIRES
26
PROVIDE BACKUP FOR REPRESENTATIVES AT STATION
27
COLLECT DATA
28
I.D. NO-SHOWS
29
CONTINUED PUBLICITY
8


INPUT DATA
COLLECT NO-SHOWS AND UPDATE
30
ROUTE THROUGH HEALTH & WELFARE, TRAINING PERSONNEL, MANAGEMENT STAFF SERVICES
31
INPUT DATA
32
CONTINUED PUBLICITY
8

CHAPTER VII

CAREER COUNSELING



VII

CAREER COUNSELING

Career Counseling

It is clear that in any Career Development system there must be a means to integrate the assessment of the individual with the assessment of the organization. This integration may be termed a linking system. The objective of the Career Counseling program is to create a linking component within the Career Development system. Career Counseling is by no means the only alternative to achieve this linking, but it is clearly the most obvious one.

Within a Career Counseling program is the synthesis of needs, skills, and capabilities of the individual with the demands, pressures, and constraints of the organization. The purpose of Career Counseling, and indeed of the entire Career Development system, is to optimize organizational efficiency and effectiveness through the optimum utilization of personnel resources. Career Counseling is the linking component of the system, wherein the Individual and the Organization come more closely together to satisfy their mutual objectives.

A basic concept of Career Development is that the program must, of necessity, deal with the individual. Each individual in the organization must feel that he is closely involved in, and concerned with, the achievement of the organization's objectives. Each member must be made to feel that he counts, that he is important to the overall operation of the organization, and that his actions, contributions, and efforts are acknowledged and appreciated by his superiors and by his department.

The partnership of the individual and the organization is necessary if the individual is to be moved to achieve the organization's aims, as well as his own. The most logical way to achieve this mutual synthesis is to provide some form of contact, a conference between each employee and organization. There is no better opportunity to communicate this message of organizational awareness of the individual and his potential than as the result of a meaningful Career Counseling program.

The Effects of Career Counseling

There can be two extremely beneficial effects of Career Counseling. First, and certainly a desired outcome, is the more effective use of personnel resources. This will be a consequence of any number of placement, training, or educational programs which are affiliated with Career Counseling and which will be explained in greater detail in subsequent pages. A second benefit to be achieved from an effective program of Career Counseling will be an increase in individual productivity independent of any of the special training programs mentioned above.

This increase in productivity can be expected on the basis of a "Hawthorne effect" engendered in such a counseling program wherein employees are dealt with on an individual basis and in which management joins with them to assist in achieving their mutual goals. This may be an expected outcome regardless of whether or not the individual actually partakes in any specific job enrichment program. The mere fact that management took an interest in the individual has been sufficient in the past to elicit a new, enhanced level of productivity. This phenomena has been amply documented in the Mayo-Hawthorne Western Electric Studies begun in 1927.

Career Counseling, then, serves as an integral component of any Career Development plan. It forms the basis of the Linking System. No other technique can match personal counseling's unique ability to evaluate the individual. A Career Development system must include some provision for evaluating the capabilities, experiences, training, drives, desires, needs, etc., of each individual in the organization. Career Counseling is the keystone of success in the Career Development program; it provides the needed synthesis capability.

Career Counseling's Program Design

Needless to say, any program that gives such individual attention to each member of the organization will become a sizeable undertaking. The program becomes increasingly more complex as the size of the personnel force increases.

In small and in some mid-range sized police departments, a single counselor can probably achieve a successful Career Counseling program more efficiently than would a team or nucleus group of career counselors. Reason dictates that the number of counselors required will be a function of the size of the department.

Larger departments would be better advised to consider another approach. In the case of the Los Angeles County Sheriff's Department, economics and departmental manpower priorities dictate a dual approach to Career Counseling. First, our plans call for the formation of a six-man counseling team, one man per thousand sworn officers. These six members will be specially trained at local colleges and universities to acquire specialized knowledge and techniques in individual counseling. These six men will complete their training, and will become the nucleus of a centralized counseling core group.

Since their number will be far too small to effect any successful Career Counseling on a large, Department-wide basis, these nucleus members will use their newly gained experience to devise productive, effective Career Counseling programs in all units throughout the department by using existing supervisory personnel to carry on most of the counseling.

It is the use of line supervisors as Career Counselors which constitutes the second aspect of this dual approach. At first this approach may appear inadequate. It is important to bear in mind, however, that similar programs have demonstrated a proven capability in some branches of the armed forces, most notably the United States Coast Guard, and also, that it is the first line supervisors who work most closely with those in need of Career Counseling.

Immediately, one question casts a shadow on this approach. "Just exactly what kind of impact can these six members of the nucleus group 'downtown' have on the nearly eight hundred and fifty first line supervisors scattered across Los Angeles County?" The answer to this question lies not only in their specialized training, but also in the fact that they will be free to direct a major portion of their time and effort toward developing the kinds of Career Counseling tools, briefings, training, and other staff work which the first line supervisors are presently unable to provide due to their own limited time and resources. In short, this dual approach adopts the basic assumption that any conscientious first line supervisor can function as an adequate career counselor in the majority of cases if he is provided with the necessary training, information, and staff support. It will be the function of the nucleus group to provide this staff support and to handle any referral cases which go beyond the capabilities of the first line supervisor.

It goes without saying that the staff support needed to implement Career Counseling under this design will necessarily be substantial early in the program. Resistance to change must be dealt with. Programs, packages, bulletins, etc., must be prepared in such a manner which will encourage not only the officers in need of counseling to seek it, but also to encourage the supervisors to become involved in the program by providing the use of counseling as a supervisorial tool. The nucleus group's initial tasks, concurrent with their own training, must be to encourage Departmental participation in the Career Counseling program. This will involve a considerable effort in order to market this program to all members of the Department.

Some of the tasks involved might include:

- The development and distribution of a first line supervisor's Career Counseling Manual. This would not only serve to make each supervisor more aware of what the Department has to offer, but would also serve as a ready source book to assist in answering most commonly asked counseling situation questions.
- The development and delivery of a lecture lesson plan for all incoming recruits aimed at outlining the objectives, goals, and methodology of Career Counseling. This would serve to advise all Departmental personnel, through attrition, that Career Counseling is available to each individual and that it is offered as an aid, rather than as a traditional means of implying criticism or a need for improvement.
- The development of a week-long course of instruction on Career Counseling to be taught by nucleus group members and administered to all newly promoted supervisors. This training will serve to better qualify first line supervisors to handle the various problems which have in the past limited their willingness to engage in serious

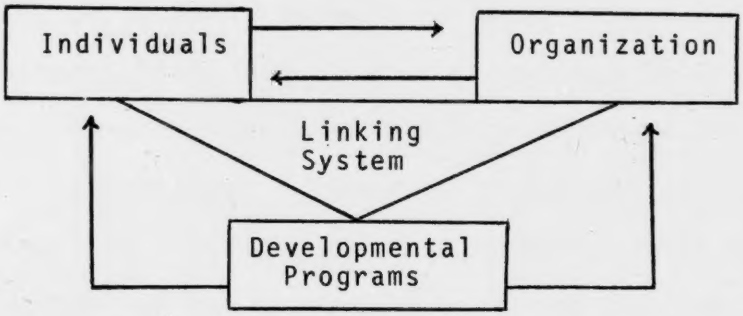
discussions of their subordinate's careers. This course will not only firmly establish the Career Counseling concept with new supervisors, but also will permit existing supervisory personnel to be cycled through training according to a total implementation time frame.

These tasks will serve to break the ice, but in themselves are too shallow to serve any useful purpose as tools for effective Career Counseling. The Counseling program's greatest reliance must eventually be placed in the guidance and innovations of the nucleus counseling group. This group, it is expected, will be exposed to the most advanced counseling techniques and systems available through enrollment in a professional counselor's course of instruction conducted at the University of California, Los Angeles. This intensive course of instruction consists of 24 units distributed over four quarters of off-duty study, funded by the County. Successful completion will result in the award of a certificate as "Counseling Specialist for Adults" which will qualify each nucleus member to counsel Departmental employees with professional expertise.

Even this training cannot in itself be expected to bring Career Counseling to fruition without a variety of specific programs aimed toward bringing each individual together with the Department in a joint effort to better achieve mutual goals. Many of these programs are even now being developed and, as far as our current progress permits, will be more fully outlined in subsequent pages. It would seem appropriate at this time, however, to make clear the stage of development in regard to Career Counseling that has been attained to date by the Los Angeles County Sheriff's Department.

Progress in Designing a Linking System

In an earlier chapter we presented a conceptual schematic diagram of the essential elements of Career Development. The diagram below, repeated from Chapter IV, The Philosophical Basis of Career Development, indicates the relationship of four essential elements: the Individual, the Organization, the Linking System, and the Developmental Programs.



While it is obvious that the program designed to provide the potential to assess the Individual (the Automated Personnel Information System) and the program designed to make possible Organizational assessment (the Position Specifications Catalog) can be developed concurrently, it is equally apparent that the Linking System which connects the two must be engineered only after these two programs have been fully designed. For this reason, the Career Counseling program is probably further from completion than either of the projects already described.

This situation, the interdependence of Career Counseling to the two preceding projects, was an unavoidable consequence of design contingencies which affected the compatability of all systems. It was of paramount importance that Career Counseling, the Linking System, have access to specific personnel information in order to contrast and identify organizational manpower needs.

Now that Career Counseling's system is in its final design stages it has become possible to suggest the the delay we experienced as part of our system development need not be duplicated in other Career Development Programs. In short, we feel that the extra developmental time we spent in aligning Career Counseling with our two more fully developed programs will permit other agencies to directly transfer our findings to their own needs. On the basis of research completed thus far we feel that these three components of the system: the Individual, the Organization, and the Linking System, can be implemented directly and concurrently in other departments without the delay that was necessary for Career Counseling during our research effort.

Developmental Programs - The Fourth Component

The preceding explanation of Career Counseling brought together only three system components. Throughout this publication we have used the term "system" to describe the relationship of four basic essential components. Within this relationship the fourth component, Developmental Programs, is logically the last to be treated.

Philosophically, the purpose of Career Development is to optimize the utilization of human resources. To do this a means must be devised to assess the man (the Individual) in terms of his job; to assess the job (the Organization) in terms of the man; to synthesize the two assessments (the Linking System); and finally, to devise specific, positive programs (Developmental Programs) which will mutually reconcile the needs and capabilities of the individual to those of the organization and vice versa.

In any Career Development program the first three elements, the Individual, the Organization, and the Linking System, should be substantially the same for all organizations. Our reason for setting apart the fourth component is that the specific programs which comprise the Developmental Program element must be individually tailored to each department's specific needs. No collection of specific Developmental Programs useful in one department can be automatically presumed to be effective in another department.

It is important that this principle be understood: when speaking of organizations and Career Development programs, the first three elements will be useful in determining what kinds of Developmental Programs are needed. The fact that this Department chose to use one Developmental Program as opposed to another should not influence any other department's program selection.

Each department must satisfy its own needs. Moreover, each department exhibits certain chameleon tendencies and justifiably tailors its emphasis to the needs of the community. As communities differ, so too, do the demands made by the various departments upon their personnel.

This explanation may be summed up in the admonition that the Developmental Programs, to be explained in the next sections, are by no means to be construed essential to effective Career Development. Certainly some form of Developmental Program must be devised, since no organization has developed to the state wherein no correction is needed. It would be an oversight for others to adopt, without evaluation, those specific programs which have been selected and tailored to meet the specific needs of a particular department. However, in the event a program need is the same for different departments, it may be useful to utilize the general program design of proven programs.

The Relationship of the Linking System to Developmental Programs

A Linking System's function is to synthesize need with capabilities. Additionally, the Linking System's function is to identify the deficiencies and to recommend appropriate courses of action. The point that must be made here is that the Linking System component is closely related to the Developmental Program component. The difference between the two is that the Linking System does not solve problems, it merely identifies them, and makes more apparent the appropriate course of action. Development Programs, like the ones to be discussed very shortly, are programs to be applied to correct a specific deficiency. Their purpose is to change either the Individual or the Organization so that, as a result of the change, there will no longer exist any dissonance between the needs and capabilities of the Organization and the needs and capabilities of the Individual.

Applicability to the Police Organization

Thus far in this chapter we have provided an explanation of the several intrinsic aspects of the Linking and Development Program systems. It is now time to examine how the principles explored in that explanation apply to the real-world problems of police work. Let us examine a typical application for Career Development.

First, a need is voiced by the Forgery Lieutenant: "We need to find eight qualified investigators to fill positions in a new credit card section being formed to reduce the alarming increase in credit card forgeries." Immediately, the Automated Personnel Information System is queried, and provides the names of three qualified individuals. All are invited to interview for the new Section, but only one wishes to accept the assignment.

At this point, let us examine the situation. The Organization's newly identified need calls for eight investigators. Only one willing and qualified applicant was located. The Linking System compares the two and identifies the deficiency that the organization has in potentially qualified credit card investigators. The Linking System points the way toward reconciling this shortage and a Departmental Program can then be devised to provide the necessary training to qualified applicants.

The Developmental Program to train credit card investigators might access Automated Personnel Information System files to locate seven reasonably qualified individuals who have indicated a desire to be assigned to an investigator's position. By selecting only those motivated applicants for supplemental training, the system will have accomplished two important achievements:

- It will have upgraded department capabilities by identifying and satisfying the need for specialized training;
- It will have upgraded individual's capabilities by selecting and training those who could most benefit from such training, thereby further developing their careers.

The objection might be raised, "I don't need a computer to solve a simple problem like that." The solution for this example was obvious from the onset. The purpose of the example was not to characterize the complexity of most Career Development problems, but rather to illustrate the methodology for their solution. This methodology is to survey Organizational needs in the context of Individual's capabilities. When needs exceed capabilities, the Linking System specifies the need for a Developmental Program which then addresses the need by providing necessary training or other appropriate organizational change.

The Merits and Inadequacies of Information Derived from Testing

After careful examination of the many psychological tests available for use in Career Counseling at this time, it is our opinion that they do not generally offer sufficient validity or reliability to replace the need for first line supervisory Career Counseling.

"The validity of a test can generally be defined as the extent to which the predictor achieves certain aims of the user by measuring what is supposed to be measured."[1] There are a multitude of tests which purport to measure such things as executive ability, managerial talent, and even an individual's love quotient. Most of these tests, however, have extremely poor validity since what they actually measure is something wholly unrelated to their claims, things like dominance, authoritarianism, even body temperature.

"A test's reliability is its measure of consistency. It is the degree to which a test is consistent or stable and, all other things being equal, the degree to which it would yield the same scores again and again."[2]

Tests can be validated. This requires that they be evaluated to determine how valid and how reliable they are at measuring what it is they purport to measure. Probably the best single source of test information is a series of Mental Measurement Yearbooks edited by Oscar K. Buros, available at most libraries.

While we have not yet found program tests which are totally suitable for our Career Counseling, we nonetheless acknowledge the advantages that testing may offer when administered in conjunction with personal counseling. Tests can be a valuable diagnostic tool to assist the counselor in determining the individual's vocational interest. Such information may be useful in plotting appropriate career ladders for the individual seeking other departmental work experiences of interest to him and suited to his abilities.

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[1] Blum and Naylor, Industrial Psychology - It's Theoretical and Social Foundations, Harper and Row, New York, 1968

[2] Ibid.

Our Department's use of psychological testing in the Career Counseling process has not been determined at this point; however, we anticipate the use of tests to supplement the judgment of the nucleus group counseling staff. We envision testing to be done on a voluntary basis, rendered as a service to the individual seeking career guidance. Ultimately we expect to make two types of tests available. First, a job satisfaction measurement test which will establish counseling priorities among individuals, and second, a vocational interest test which we hope will assist counselors in recommending career pathways or ladders based on the individual's inclinations. Neither of these tests has been firmly identified, though several are currently under study.

Potential for Developmental Programs

Many other innovative programs can fall under the mantle of Developmental Programs. The remainder of this chapter will address the kinds of activities which could be integrated into a Career Development System. It should be reiterated that these programs are offered only as options, not as requisites to Career

Development. Many departments already have some of the programs listed. In those cases existing programs can be easily included within the framework of Career Development. The fact that a department may already have one or more developmental programs merely supports the intent of this publication, for in reality the agency may have been practicing an informal form of Career Development without even realizing it.

Educational Services Catalog

Deficiency identified: The educational level of officers is inadequate.

Naturally some consideration must be given to the reason why the level is too low. Perhaps selection standards are outdated. Perhaps the cause is economic and could be alleviated by instituting a college tuition reinbursement program or announcing the availability of Law Enforcement Educational Program grants or loan funds. Perhaps all that is needed is the introduction of a promotional preference, based on the number of college units earned. There are any number of program alternatives available.

Perhaps it would be of greater value to address our Department's plans in this area. Presently we have a college tuition reimbursement program, pay incentives, plus additional points awarded during promotional oral board hearings for holders of two-year and four-year college degrees. What we lack is an adequate liaison between the forty-six colleges and universities within Los Angeles County.

We plan to collect current college course catalogs from each of these institutions along with current information on the funding availability of each college's Law Enforcement Education Program. These would be included in the educational service catalog which would be maintained centrally by the nucleus core group counseling staff for providing timely Departmental announcements to personnel interested in continuing their education.

In addition to serving as a central clearing house for the dissemination of information on seminars and courses of special interest to law enforcement, the educational services project will benefit the Department and its personnel by the following:

- It will exert influence on local colleges to offer new and specialized courses needed by the department to better qualify its personnel. This liaison with the community colleges will better enable the Department to shape the capabilities of its personnel to meet its own organizational needs.
- It will provide an additional inducement for officers to continue their education by promoting more convenient, decentralized college registration of personnel at selected stations, and, whenever possible, by offering the use of Departmental facilities to conduct these special interest programs so that officers may more conveniently attend classes.

Promotional Support Program

Deficiency identified: There is a need for a higher caliber of supervisor than that provided under the existing selection process.

Again, solutions to this deficiency could range from a reassessment of the testing process to an improvement of the in-service training program. In our case, we plan to improve the quality of supervision by refining the testing process.

By establishing a close liaison with the Los Angeles County Department of Personnel, the nucleus Career Counseling Core Group will strive to accomplish the following:

- It will influence the content and structure of the promotional examination by including areas of greater relevance to law enforcement, while delineating those portions of the test which have traditionally filtered out some of the "good" with the "bad."
- It will provide the Department's personnel with a ready-made promotional course of self instruction. This package would be suitable for decentralized study groups, perhaps conducted on a weekly basis by unit training personnel.
- It will provide individuals, at their own expense, with briefs of topical study material so they may be better prepared for their promotional examination.

The thrust of this program will be twofold. First, it should increase competition for available promotive positions, thus assuring better qualified supervisors, and second, it will provide the kind of staff support necessary to give all applicants an equal access to appropriate study material. A significant spin-off of this program will be the benefits that the organization will receive from those who are not selected for promotion. Those who fail to qualify will have learned many of the kinds of things the Organization feels is important, and this knowledge will directly benefit the Department when it is applied.

Career Ladders

Deficiency identified: There is a need to prevent the loss of motivation suffered by individuals who feel they are merely cogs in a wheel which is forever grinding them closer towards retirement.

The national survey of law enforcement conducted as part of this research confirmed the need for this type program in agencies nation-wide. While this problem is generally more acute in smaller departments wherein promotions are chiefly a function of retirements, the problem is also a serious one for even the largest agencies.

As with each of our other Developmental Programs, the most appropriate solution depends on a thorough understanding of why the problem exists. In our case, we identified the following facts as contributory to this occupational "burn-out":

- A sense of isolation from the decision-making process stemming from the Department's decentralized organization.
- A sense of frustration from a promotional process which favors the academically proficient and fails to emphasize other, and in some cases, more relevant, police-related skills.
- A "foreign legion" attitude, a feeling of having been assigned to a duty station, then forgotten until it's time to retire.
- A feeling that the organization neither recognizes nor appreciates the individual; that his contributions go unnoticed, and there is no goal or reason to excel.

It has been stated that some men are born mediocre, others achieve mediocrity, while still others have mediocrity thrust upon them. The above factors bespeak the latter case and, from an organizational standpoint, clearly indicate the need for a Developmental Program.

The plotting of career ladders was selected as an appropriate Developmental Program to cure the factors described above. Known by various names, career pathing, career charting, and career ladders are all basically the same. Each career ladder is an individual's plan to gain Departmental experience for greater job enrichment. It provides the goal direction which so many "burned-out" officers have lost. It also instills a sense of organizational interest in each individual. "Where will you be next year? Will you be looking for something new? Have you thought about this opportunity?" Career planning allows individuals to set their own career goals. It removes their feelings of isolation and confirms for them that their organization wants to help them achieve their career objectives.

We anticipate preparing career pathing "formulas", that is, identify those various patterns which have proven successful within this Department. Upon completion, these patterns will be published and distributed to all supervisory personnel as an aid to them in Career Counseling. On the basis of these formulas, it is expected that many of these "burned-out" officers will recommit themselves to a definite career goal; to perhaps rejoin the mainstream of the department to achieve their goal.

Change charting will involve the Automated Personnel Information System to project organizational changes attributable to retirements and promotions. This computer capability will permit the timely transfer and training of back-up personnel to preclude any loss of efficiency.

Based on long-range Department growth projections plus the personnel information available through the computer, career counselors will be able to channel individuals into growth areas of the Department in anticipation of the Organization's needs - the ultimate in optimizing the utilization of available human resources.

Pursuing further examples of Developmental Programs would be to approach the curve of diminishing returns. By now it is apparent that there can be no limit to the types or varieties of

Developmental Programs. The important process that this chapter seeks to impart is that, first, a synthesis of needs and capabilities can almost always be relied upon to produce some degree of deficiency, and when these deficiencies are identified, there are a multitude of Developmental Programs which can be used to correct the deficiency. The task in Career Development is to select the most appropriate Developmental Program for each specific deficiency.

Synopsis of the Career Counseling Objective

The objective of the Career Counseling program is to create a Linking component within the Career Development system. It is the point where the needs of the Individual and the Organization will be identified and assessed. It is this process which relies so heavily on the commitment and the capability of the first line supervisor, since he encounters individual problems on a daily basis.

While furthering the objective of the total Career Development System, Career Counseling pursues the following specific goals:

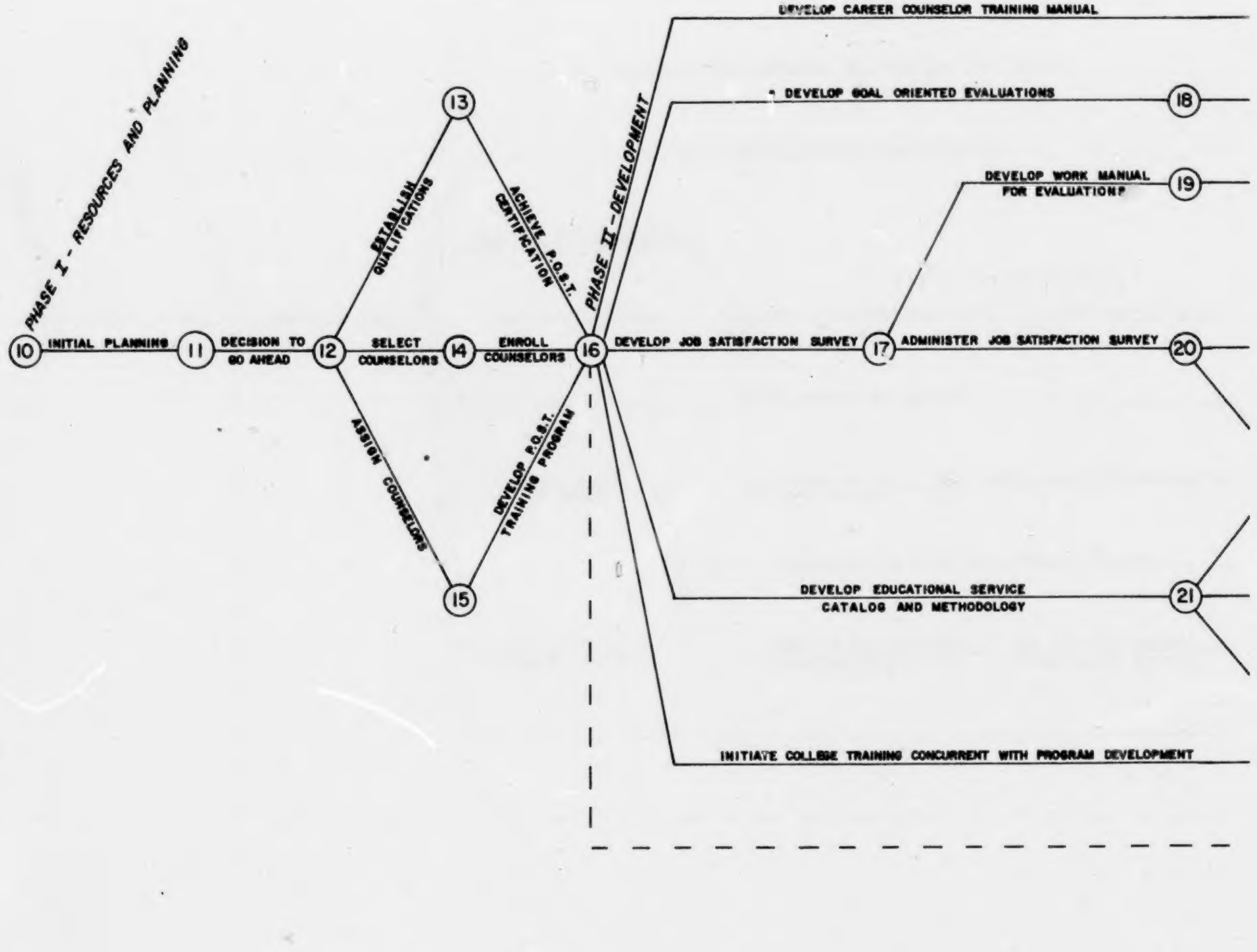
1. To assist sworn personnel in fulfilling their individual career goals. This is to be achieved primarily through
    a. Providing information
    b. Counseling (mobility, developmental, and orientation)
    c. Job enrichment
2. To provide current, accurate, and pertinent information
3. To help officers accurately assess their abilities and limitations and establish career goals that are reasonably

attainable. Specifically, Career Counselors will identify alternative career paths, and provide information to assist individual officers in plotting career ladders. The counselor will aid in educational and experiential development for the achievement of these ends.

4. To encourage officers to prepare and apply for:
   a. High-shortage positions
   b. Newly evolving responsibilities
5. To provide constant feedback to the employee to permit him to measure his own performance and relate it to current goals.
6. To provide a direct referral system for problems of a personal nature.
7. To provide a data base for the systematic selection, placement, and development of personnel.
8. To provide tangible evidence of management's concern for the individual's desires.

In an overall sense, Career Counseling will provide individual support as well as a qualitative data base for decisions of organizational development aimed at increased employee satisfaction and efficiency. It will provide the direct feedback loop necessary in a cause and effect decision process.

The following pages of this chapter depict the Career Counselin program plan P.E.R.T. chart.


PHASE I - RESOURCES AND PLANNING
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INITIAL PLANNING
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DECISION TO GO AHEAD
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SELECT COUNSELORS
ASSIGN COUNSELORS
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DEVELOP P.O.S.T. TRAINING PROGRAM
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DEVELOP GOAL ORIENTED EVALUATIONS
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DEVELOP EDUCATIONAL SERVICE CATALOG AND METHODOLOGY
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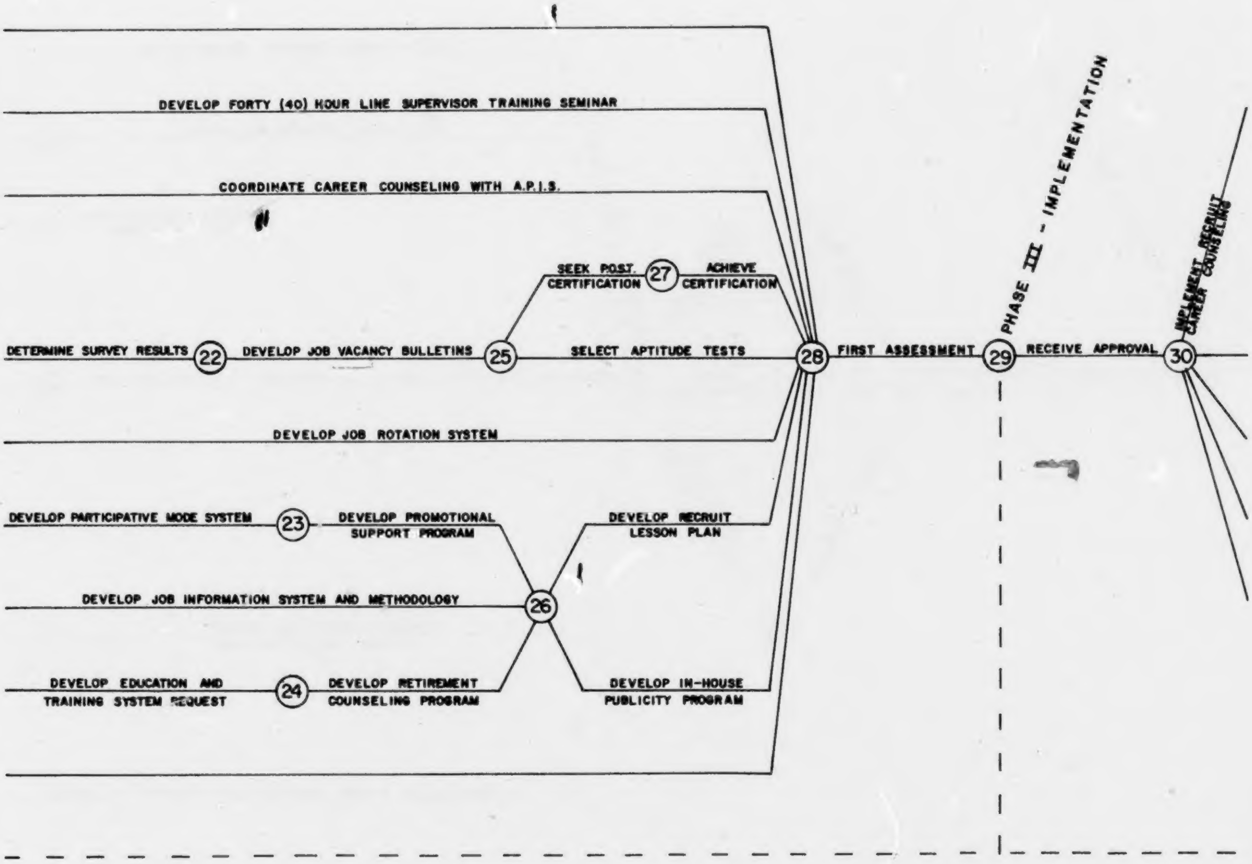
INITIATE COLLEGE TRAINING CONCURRENT WITH PROGRAM DEVELOPMENT

CAREER COUNSELING IMPLEMENTATION PLAN


DEVELOP FORTY (40) HOUR LINE SUPERVISOR TRAINING SEMINAR
COORDINATE CAREER COUNSELING WITH A.P.I.S.
SEEK POST. CERTIFICATION
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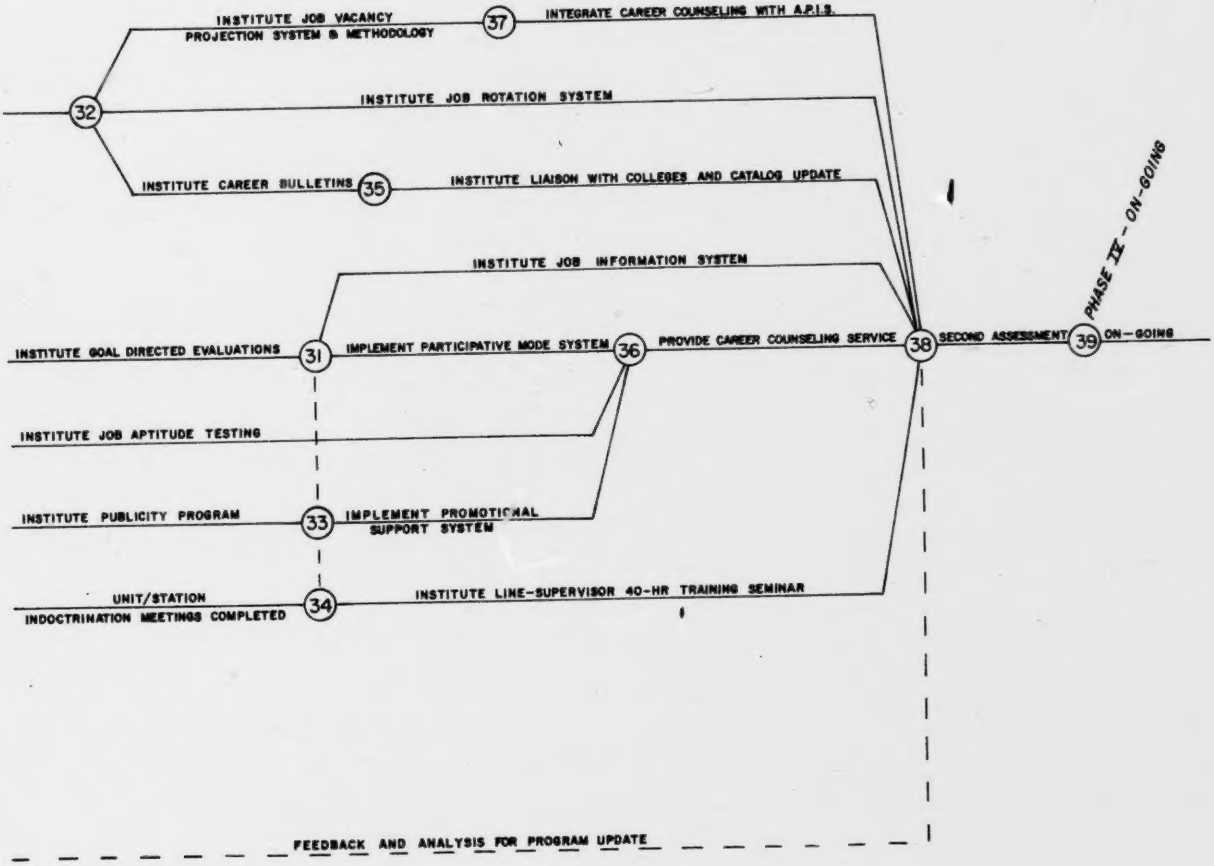
INSTITUTE JOB VACANCY PROJECTION SYSTEM & METHODOLOGY
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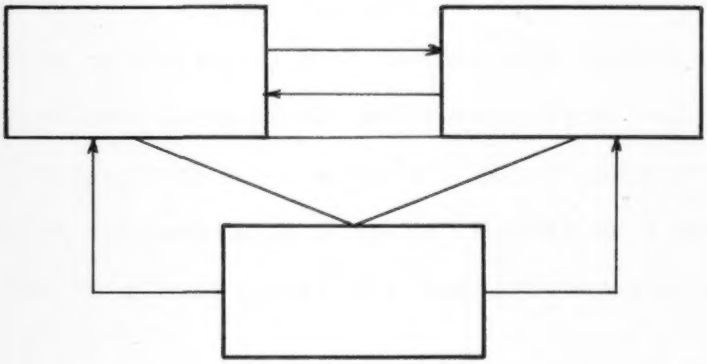
CHAPTER VIII

THE TASK FORCE APPROACH



VIII

THE TASK FORCE APPROACH

The Task Force Approach

Career Development is not a small conversion process. It is a monumental task. Its complexity is aggravated exponentially as the size of the department increases. Implementing Career Development in a large department is indeed a formidable task. Once the decision to adopt a Career Development system has been made, key members of the department should be brought together to discuss the benefits, anticipated problem areas, and "best" methods for implementation. Coordination of the implementation process is vital in an undertaking which involves so many persons in the organization. In many cases this coordination may best be achieved through the use of task forces for planning and implementation.

In addition to seeking top management's support, it is essential to obtain the support and cooperation of many others, including those in key positions throughout the organization. Career Development is not exclusively a management plan. It may more accurately be thought of as a departmental plan. It involves not only top management, but all other levels of the organization.

Resistance to Change

In the context of creating organizational change, it has already been acknowledged that people generally interpret change as a threat to security. Seeking the safety of the status quo, frequently they will meet change with resistance. The degree of resistance for any given change is, to a large measure, attenuated by the risk factors involved. Changes associated with a high risk factor are usually more strenuously resisted than those of less risk. When the stakes are high, resistance is apt to increase.

The strong resistance to change inherent among all organizations is chiefly attributable to the fact that in traditional hierarchical structures, the decision makers have the greatest amount to lose. They, of all people, have the strongest reasons for keeping the status-quo.

Beyond obtaining top management's commitment to Career Development, a need exists to seek the cooperation, support, and the valuable inputs of other members of the organization. Without their concurrent commitment, Career Development will be predestined to ineffectiveness and relegated to the functional equivalent of a personnel management facade.

This chapter deals with the means to obtain this vital departmental support. It addresses several alternative approaches to the tasks involved and it recommends a task force approach as the means most suitable for the majority of departments.

The Task Force - When and How

For the purposes of this chapter, a task force will be loosely defined as an association of delegated individuals working collectively to achieve a specific objective. A task force may be as small as a two-man committee, or as large as is necessary to address the objective. The essential element in any task force, however, is the cohesiveness of common purpose. It is obvious, then, that the goals and objectives of the task force must be adequately defined to the satisfaction of all concerned.

The advantage of a task force lies in its potential ability to coordinate the efforts of large bodies of individuals toward a common goal. It is a proven tool; effective when other means are impractical. Whether the task force approach will prove to be an asset or a liability in any given case will depend on a number of considerations.

It would be beneficial to identify some of these considerations: first, task forces are most useful when large numbers of people are represented. The effectiveness of a task force diminishes as the number decreases. This point suggests that many smaller agencies may find the task force approach not as effective as an informal meeting or conference involving the concerned department heads. Our experience has shown that effective, productive task forces can be as small as five or six members. Below this number, the project leader may more effectively coordinate efforts on an individual basis.

A second consideration in insuring the effectiveness of a task force is the selection of task force members. Each task force has a purpose, a unifying goal. Those invited to join a task force effort should be selected on the basis of that common goal. A task force on police uniform changes, for example, might properly invite representatives from the Chief's office, the Uniformed Patrol Division, the Department's Budget Section, the Purchasing and Stores section, the Health and Welfare section (especially if the item under study is an item of safety equipment), and conceivably an outside consultant to provide a citizen's reaction to the proposed change.

The reason for selecting each of these representatives should be obvious. Any decision affecting uniform changes will require the Chief's approval, will directly affect the patrolman, will be reflected in the budget, will eventually be purchased, may possibly affect the disability retirement programs, and will certainly be noticed by the public. This is a practical application of the "systems approach."

In selecting task force members, care should be taken to include all concerned units. Any oversights might later result in less than full cooperation from one or more vital groups.

In line with this consideration, it would be desirable to narrow the range of rank of task force members. Our experience has suggested that when leaders are requested to designate representatives to task forces and when the level of the task force is left unspecified, frequently the representatives designated are of widely dissimilar ranks and do not share a common perspective of the problem at hand. This is undesirable in terms of task force cohesion.

This disparity of rank and perspective serves to overshadow the unity of purpose so vital to a task force. Generally, it is better to identify which units will be involved, then request the respective Unit Commanders to send a representative of a given rank or a person familiar with a specific aspect of the task to be considered.

Limitations Inherent in Task Forces

Most task forces are short term ventures. By their nature, they are convened to address a specific, "one-time" problem. Initially, task force members are characteristically enthusiastic, eager, and willing to particpate. Perhaps they may be honored to be representing their respective groups. Whatever the reason, task force members, generally speaking, lose enthusiasm rapidly.

The exuberant zest displayed initially by some members will deteriorate to a reluctant record of attendance. This tarnishing effect is hastened all the more by the assignment of additional reports, projects, or tasks as a result of their participation. Project leaders would do well to bear in mind the relatively short effective life-span of most task forces.

It should be recalled that task forces serve a dual purpose. On the one hand they permit an effective, coordinated approach to task solving, and, on the other hand, they are a very effective means to promote program acceptance. The task force not only solicits inputs from various participating members, but also fosters a sense of joint ownership - a collective "piece of the action" which goes a long way toward marketing the results of the task force to the respective Department Heads. Frequently, we have observed that the more inputs made by a given task force representative, the greater will be the level of acceptance shown by his unit.

This logically leads to a dilemma. The marketing aspect implies that the task force should require a great deal of outside, individual effort, while the production aspect cautions that unrealistic requirements can seriously jeopardize task achievement. This dilemma can be solved by prior planning.

PERT: A Plan in Motion

Planning is essential in dealing with task forces. The need is even more pressing when dealing with "working" task forces. This manual suggests the use of the "working" task force. They not only serve the collateral purpose of promoting program acceptance, but more importantly, they perform a major portion of the "leg-work" inherent in such a large venture. Planning, then, becomes a topic of major concern.

One very effective tool suitable to most task force applications is the Programmed Evaluation Review Technique (PERT). This planning technique is relatively new. It was developed by the Navy during the 1960's, and is amply explained in an Office of Economic Opportunity (OEO) publication, manuals 6321-I and -II, which are available through the United States Government Printing Office.

Included in the program manager's task force planning efforts should be some form of prefabricated correspondence, form letters, memoranda, and other material provided to the task force member. These are provided by the task force leader to minimize his members' work commitment while maximizing their input potential. It may, at first, appear unimportant and time consuming to provide this type staff assistance to task force members, but almost invariably the extra time required to prefabricate these form letters is regained many times over. Using this staff assistance technique, the task force representative can, in most cases, start today what he would otherwise have to postpone until later.

Instructions to Task Force Members

All instructions to task force members should be clear, concise, and subject to none but the intended interpretation. For the most part, the task force members will be functioning in key pivotal positions, relaying instructions and providing direct implementational assistance to the organization at large. Misunderstandings as to the program's objectives, implementation methodology, or procedures on their part could have an adverse effect on the organization's acceptance of the program. When drafting step-by-step instructions to task force members it will be of considerable value to test the proposed instructions on a number of individuals who are not connected with the task force. It has been our experience that instructions should be thoroughly explained orally at the task force meeting and that each representative should be furnished with written instructions for later reference.

Task Force Leadership

The program manager, whatever his rank or title, must be the leader of the task force. This leadership must be firm, goal-directed, and yet subtle. The program manager convenes a task force to ask for expert assistance. While he must exercise leadership in assigning tasks, directing discussions, etc., he must be extremely aware of how dependent he is on each task force member to support and assist in the overall effect. He must exercise his leadership both sparingly and inconspicuously. It will not be uncommon, in the task force setting, that the program manager will assign tasks to task force representatives of higher rank than himself. This situation underscores the need for a subtle form of leadership.

Summarizing Task Force Techniques

Task forces are useful tools to approach problem solving, but their effectiveness is governed by a multitude of factors. The prudent program manager will be wise to bear these factors in mind when forming and leading task forces.

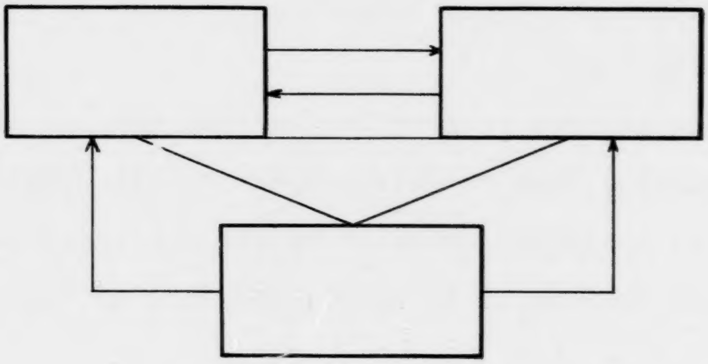
Task forces generally lose enthusiasm rapidly. To forestall this contingency, their work must be planned and, whenever possible, pre-fabricated to permit maximum productivity during the initial wave of enthusiasm. Task forces serve two vital functions: they are an efficient means to coordinate large group efforts, and they serve to foster an acceptance of the program among participating units. This is valuable in terms of program marketing and is most effective when the task force representatives feel they are in on the program from its inception.

Task forces should include representatives from all concerned factions within the organization. Any groups excluded will likely resist the resulting recommendations, so be sure all factions necessary to effect the program are included in the planning as early as possible.

In selecting task force members consider, also, the advisability of narrowing the rank range. A wide disparity of rank among the task force members affects the group cohesion vital in task forces. It is an unfortunate organizational reality that rank disparity appears to have this effect on task forces. To obviate this possibility it is desirable to specify first, which units should be represented, and second, which levels should be in attendance.

CHAPTER IX

THE TOTAL EFFECT



IX

THE TOTAL EFFECT

The Total Effect

Career Development is a management plan designed to systematically optimize the utilization of the organization's human resources. It is a managerial philosophy which underlies a cohesive, systematic approach to personnel management. It targets organizational problems which all too often are overlooked until they can no longer be easily corrected.

We feel that a substantial cause contributing toward inefficiency and ineffectiveness in organizations is job dissatisfaction. For this reason, job dissatisfaction is a primary target of Career Development, not the endless list of ever-changing symptoms usually treated by less systematic development plans. While job dissatisfaction can never be eliminated, nor should it be, we feel that through Career Development it can be reduced to a more productive level.

Until now we have treated the various aspects of Career Development incrementally, but in this chapter we will address Career Development as a single, cohesive system. Career Development systems may be considered as being comprised of four essential elements:

The Individual
The Organization
The Linking System, and
The Developmental Programs.

The basics of Career Development were addressed in general terms in the chapter entitled The Philosophical Basis of Career Development. At that time a theoretical Career Development system was presented so that each component could be studied and seen in its relative position with its counterparts.

Later, the first three components were addressed individually. Specific plans were offered as a means to satisfy the need of each of these essential elements. The plans suggested were examined, in some detail, as to their implementation and objectives. The intent of this technique was twofold: To suggest a means of satisfying each component's needs, and to provide our estimate of the best step-by-step methodology available to implement these component functions.

The fourth essential element was accorded only an indirect examination. The developmental program component which had been alluded to in each of its counterparts' chapters has not been afforded the same degree of attention as the other essential elements.

The Change Agent Function

The Developmental Program's component represents the Change-Agent of the Career Development System. While the Individual and the Organization evaluate their respective attitudes, and the Linking System detects and assesses needs, it is the function of the Developmental Program component to devise programs to satisfy those needs.

There are many indicators which may identify needs for new or expanded training programs (Developmental Programs). A Career Development System is not the replacement for sound management, but a tool to assist management to identify individuals who could conceivably most benefit from such training. It provides the means to locate and place individuals, and then monitor their career development.

Naturally, there can be no limit to the scope or variety of Developmental Programs since there are an infinite variety of possible needs detectable by the Linking System. The "appropriate" Developmental Programs for any given situation will be a function of the perceived needs as interpreted by the Linking System in conjunction with other indicators: e.g., managerial judgment.

It is therefore more important for us to impart the need for building the Development Program capability; i.e., the ability to devise one's own developmental programs. In view of the gamut of various program options possible, and since it was more important that we describe the process of establishing these programs than their contents, we treated the topic in this manner.

Career Development is not a static system. It is a dynamic, changing state of equilibrium in which a change in any one element causes accomodative changes in the other elements. The Linking System serves in an evaluative capacity, continually weighing supply against demand, resources against commitments, and constantly monitoring the ever shifting dynamics of the organization and its people.

When the Linking System detects a serious imbalance between the Individual and the Organization (supply and demand), it can provide the requisite, pertinent data so that an "appropriate" solution for correction of the imbalance may be implemented.

The term "serious imbalance" is used in a subjective sense, since it is unrealistic to expect a perfect congruity between the needs of the Organization and the Individual. Minor differences between the Organization and the Individual components should be accepted and viewed realistically by department managers. It is unlikely that a personnel system can yield a "perfect" correlation between personnel resources and organizational needs. However, with such a system, when major differences do occur, their solutions can be more easily identified, and steps toward resolving these disparities can be systematically undertaken.

Certain Minimum Accruable Benefits

Each of the Career Development component programs discussed in this manual offers certain "minimum" benefits. These benefits may be thought of as being accruable independent of the total system. The independent benefit of the Position Specifications Catalog Project will be twofold: the Catalog will serve as a "shopper's guide" to occupational opportunities, and also will enable management to justify budget requests more credibly.

The independent benefit to be expected from the Automated Personnel Information System will be the expanded ability of management to survey human resources. This can be done with an eye towards identifying recruitment needs, training needs, and increasing the accuracy and accessibility of personnel information.

Career Counseling's independent benefit will be the increased capability for identifying both organizational and individual needs, a point from which appropriate developmental programs can be designed. Whether or not all individuals actually participate in developmental programs, the mere fact that they discuss their capabilities and shortcomings with a representative of management may significantly affect morale.

The Synergetic Effect

Career Development is more than a collection of show-front programs. It is a managerial philosophy which stresses the value of the individual. The specific program aspects discussed in this publication are merely manifestations of this philosophy. The independent benefits to be obtained as a result of these separate system components will contribute to, but not totally comprise, Career Development. By this we mean that the real potential for Career Development can only be achieved when each of the projects interface with the others. It is this blending which unifies each of the components into a single, dynamic personnel management system.

This blending function so necessary for Career Development is basically achieved by the system's Linking System, but the Linking System does not in itself cause a flow of information;

it only permits it. It is this information flow, from one system element to another, which produces the synergism of Career Development.

As a result of using the elements of Career Development in concert, new personnel management capabilities become possible. Among them is "change charting." The Automated Personnel Information System can provide reliable information on projected job vacancies based on anticipated promotions, retirements, and requests for transfer. This information can then be interfaced with the Career Counseling program to not only locate prospective replacements, but also to influence undecided personnel to go into new growth areas of the Department.

As these individuals gain experience in the areas of their choosing, the Automated Personnel Information System can be periodically updated to reflect this increased experience. Whenever other openings develop, those persons having upgraded their qualifications through experience, etc., will be among the first considered for the positions.

Assessment

One of the purposes of this manual is to cause the reader to generally evaluate the concept of Career Development and also to examine the potential of its system components in terms of his own Department. In this assessment process we would like you to look closely at your Department and examine the following questions:

- What causes low morale in your Department?
- What causes turn-over of officers in your Department?
- What causes your officers to create poor relationships with the community?
- Are your officers providing the best service they can, even after several years on the Department?
- Is your Department utilizing, developing, and satisfying the majority of its officers?

It is evident that these problems cannot be attributed to any one specific cause as they are symptoms of many things: some internal, some social, and some personal. With this in mind, examine the possible answers to these problems and see if they can, in some way, be related to the following aspects of behavior patterns:

- Lack of motivation and interest.
- Lack of understanding and knowledge.
- Lack of recognition and sense of belonging.
- Over-frustration.

It is likely that one or more of these aspects are symptoms of many of those problems questioned because they themselves are symptomatic of organizations.

Career Development: A Point of Decision

There remains only one unanswered question: "Should you commit your Department to Career Development?" This question is not an easy one to answer. It would be convenient for us to assume a "pat" answer, but there is more to this question than a simple "yes" or "no."

Career Development requires a patient commitment and an investment of both time and money. It is something which must be entered into with a positive commitment, without reservation or indecisiveness. If the top management of your department cannot subscribe to this commitment, then the answer should be "no."

Factors to be Considered

Many other questions should be considered before arriving at a conclusion:

- What will Career Development cost in terms of manpower and equipment? How will that expenditure affect existing operations?
- What reaction to this effort will be felt from the public? Other City or County agencies? The employees?
- What are the organization's greatest current problems? Can they be solved or reduced by Career Development? How?
- What is the "real" cost of continuing to operate the organization without Career Development?
- What solutions to existing problems can Career Development be expected to provide? How?
- What are the organizational constraints to be dealt with in implementing Career Development? Can they be met or modified?
- What are the political, social, and economical ramifications of installing Career Development within the framework of your Department? From within the Department? From without?
- Can Career Development exist in your Department's organizational environment? If not, can it be used as a means to improve the environment?
- Does the Department have the potential for sufficient vertical and horizontal mobility to make career development worthwhile?

- Can the total expense of Career Development be justified in view of the cost of maintaining the present system?
- Are the organization's expectations of Career Development realistic? Is the organization prepared to generate the Developmental Programs necessary to maximize the Department's Career Development System?
- Can the Department fully subscribe to the basic assumptions of Career Development concerning the nature of organizations and man?

Making the Decision

It is hoped that what has been presented will cause the reader to make a decision. The question: "Should you commit your Department to Career Development?"

Much of the information necessary to make such a decision has been provided. Career Development has been explained, as have been some of the organizational constraints commonly found among law enforcement agencies.

The decision is left to the reader. While in the course of writing this publication we have attempted to promote what we feel will be, for us, a superior personnel management system, we nonetheless acknowledge that different Departments may have different personnel development needs.

The broad and lasting affects that Career Development may have as a change agent in law enforcement is undetermined at present, and may never be determined if it is shelved like so many other ideas that are considered to be too costly, "not necessary in doing basic police work," or "it can't help us to catch crooks."

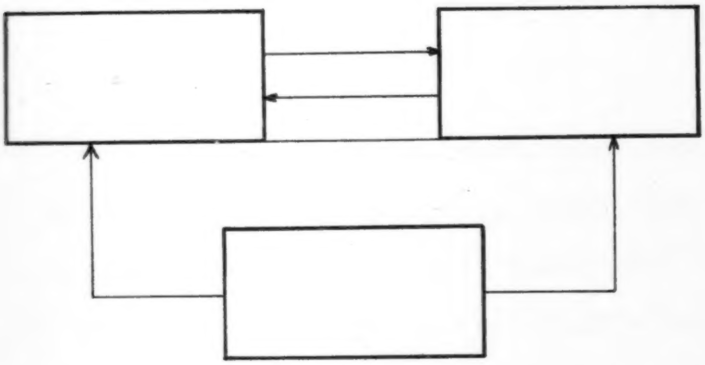
This reaction might at first seem valid. What bears consideration, however, is the efficiency and effectiveness of existing police personnel systems. Few develop and utilize personnel to their optimum potential. In fact, many may even be restrictive and frustrating, causing a decrease in occupational enthusiasm and productivity as individual tenure lengthens. The result of this situation is a continuing organizational process of recruiting and training new people to replace others who are locked into mediocrity.

A cursory examination of Career Development may not show a direct relationship to improved service and the apprehension of criminals, but this is a misleading understanding of its potential. We feel it is far better to retain our qualified officers, satisfy and cultivate them to their greatest potential and reap the benefits, rather than continue this reactionary process of reshuffling and retraining people to meet immediate needs.

We believe that after careful consideration of the contents of this manual and after a close evaluation of the particular realities of your organization, the reader will agree that an investment in personnel development and increased job satisfaction will greatly benefit the police officer, his department, and the public they serve.

CHAPTER X

SUMMARY AND PROJECTIONS



X

SUMMARY AND PROJECTION

Background

The Career Development Grant (#71-DF-694) was awarded to the Los Angeles County Sheriff's Department by the Law Enforcement Assistance Administration (L.E.A.A.) on September 1, 1971. Under the terms of the first year award, $68,351 in discretionary funds were provided in order to produce a technical assistance publication on Career Development for law enforcement.

Career Development relies on a number of simple principles. In the introduction we suggested that a brief of the principles described throughout this publication could be found here, in the conclusion. It is the purpose of this conclusion to briefly condense the content of this publication and to give a final treatment of the Career Development concept and the technical aspects of implementing such a program.

Definition

Translated into organizational terms, Career Development is a personnel management system which is directed at both the organization and the individual alike. It is concerned with productivity, efficiency and effectiveness, and with improving the general level of employee job satisfaction.

Objective

The ultimate objective of Career Development is to achieve the most effective and efficient utilization of human resources possible.

Goals

There are four major goals to be achieved in order to accomplish the program objectives:

- Identification of organizational needs - what jobs (tasks) are being performed and what are the demands of those jobs?
- Identification of individual officer attributes and interests, including the maintenance of an on-going assessment of personnel resources.
- Compare the assessment of the organization's needs with the assessment of available human resources.
- Determine appropriate developmental programs suitable for reconciling organizational needs with the needs of its people.

Philosophical Abstracts of the Concept

PEOPLE:

The strength of an organization is based on the people who comprise the organization. They are the single most important asset of any organization and the most neglected.

CHANGING ENVIRONMENT:

Coping with change is difficult for people, and organizations can only change through people. The change process is a threat. This threat can be attenuated.

INCREASING SHEER PROFICIENCY AND AWARENESS:

Especially in management areas - so that management will not consist of a cadre of sophisticated police technicians, but rather true managers.

CONCEPTUAL PROFICIENCY:

Increase the vision of officers. Take off the blinders and do away with narrowness. A low vision profile creates problems for the individual and his department. Increase philosophical awareness and conceptual skills (ability to abstract).

RETENTION OF PEOPLE WITH POSITIVE ATTITUDES:

Develop positive attitudes within personnel and prevent "early burnout." An attitude burnout contributes to suicides, alcoholic and drug problems, irrational acts on duty, etc. Pessimism is organizational cancer.

A RESERVOIR OF QUALIFIED PEOPLE:

Continuously develop and identify abilities of personnel.

GROWTH FOR THE ORGANIZATION AND ITS PEOPLE:

The ability to handle an increased workload can be accomplished by changing the corporate form to meet changing needs. People can be assisted to grow as a result of, and during, this process.

THE LABOR MARKET:

Persons who now apply for law enforcement jobs have different attitudes, ideas, and desires than people who applied in past years. Perhaps a more pragmatic type of individual must now be dealt with.

COMPATABILITY WITH THE 20th CENTURY:

Using 20th century techniques and ideas within the framework of a 19th century personnel system is self-defeating. The need for improved personnel is greater because of technology - not less.

A philosophical treatment of this concept can hardly imply the full extent of this organizational deficiency. Career Development may be examined and accepted on an intellectual plane through its merits as an organizational philosophy, and even more convincingly, its need can be established in light of the Law Enforcement National Survey. Throughout the field of law enforcement, responding agencies indicated the timely and important need for more functional personnel management systems.

Human resources characteristically are the most costly and neglected facet of law enforcement. Career Development is a management plan to systematically solve this inequity.

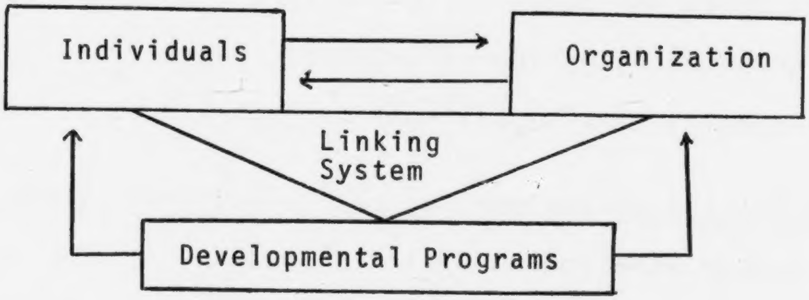
Technical Aspects of Implemeting the Career Development System

The Career Development System is made up of four essential components, three of which should be universal to all organizations. The fourth, Development Programs, should be tailored to the needs of each organization.

The purpose of this four-component system is to generate awareness in management of the organizational capabilities inherent in the system's ability to identify the needs of both the organization and the individual, and to then closely match those needs for the mutual benefit of each. Once this process of matching the identified needs and deficiencies with the available skills and desires is established as an effective tool, development and training programs should be designed to the determined requirements, and then applied. In the case of our training programs, our practices differ from those used elsewhere. By using scientific and modern technology to identify our training needs, we escape the traditional approach which fits people to programs, rather than fitting the programs to the people.

The Four Essential Components

Four essential components in any Career Development program (no matter the size of the agency) are the following:



The diagram indicates the basic relationship of the various components. While individuals comprise the organization they can also be considered apart from the organization. It is assumed that people affect the organization and vice versa.

Organization

In the context of a personnel management system, organizational needs must be identified in terms of the demands that are made on the department. A Position Specifications Catalog addressing each unique position within the Department will provide necessary data to identify organizational and individual demands and requirements. This Catalog will be of additional benefit for purposes of career planning, manpower planning, and budget preparation and justification.

Individuals

A concurrent system need which works in tandem with Position Specifications (organizational information), is the availability of personnel information. Easily accessible information pertaining to overall and specific personnel capabilities, strengths, and weaknesses, is obtainable utilizing an Automated Personnel Information System or any other technique which produces this capability.

The combination of these two components provides the basic capability to broadly identify individual needs, and to more closely assess and align positions and personnel.

Linking System

The Linking Component is a critical aspect of the Career Development System. It is at this point that organizational and individual needs are specifically identified based on informational input from the first two system components. The primary purpose of the Linking System is to identify immediate-, short-, and long-range needs of the organization and its members, and to work toward improving deficiencies and better utilization of assets.

This process of identification, improvement, and utilization may be accomplished by implementing a Career Counseling Program which employes a number of different techniques.

INDIVIDUAL COUNSELING

Allows the individual to make direct input as to his needs and desires.

Assists the individual in planning to meet his needs.

Assists the individual in acquiring needed skills and training.

ORGANIZATIONAL ANALYSIS

Department needs - Individual capabilities

Individual needs - Department potential for meeting needs

Department goals - Individual goals

PLANNING

Manpower forecasting based on anticipated promotions and retirements. (Change charting)

Organizational forecasting. (Organization in light of environment change)

The purpose of Career Counseling is to add personalization to the management system and, by doing so, to create a closer relationship between the Organization and the Individual. The Career Counselor, by putting to use all data available to him by system informational sources and organizational analysis and planning, can affect needed changes and improvements. His reccommendations as to placement and training of officers will faciliate this critical linking component which "ties it all together."

Development Programs

This component of the system is one that should be unique to the needs of each department. In many cases on-going training programs will satisfy the needs suggested by the system process. However, where the process indicates a need for increased or expanded training and development programs, changes should be made.

Development programs may be divided into the following areas:

Vocational
Personal
Conceptual
Leadership (management skills)
Application

The first four areas concentrate on the Individual. The last, while involving the Individual, concentrates on the Organization. The Organization must be so arranged that the Individual is permitted to apply what he has learned.

Career Development Program Progress - Los Angeles County Sheriff's Department

For the past year the Los Angeles County Sheriff's Department has been working to develop the total system described in this publication. The following progress has been made.

- This Technical Assistance Publication has been completed (First year commitment).

  This publication also serves as a general program plan for future work.
- A Position Specifications Catalog which describes the duties of, and the requirements for, the six-hundred thirteen positions within our five-thousand man Department has been completed.
- A plan for implementing an Automated Personnel Information System has been completed and implementation is pending the acquisition of computer hardware.
- A Career Counseling Program design has been completed and work toward totally developing this component is in progress.

Projections

Our second-year Career Development Program effort will address the following areas:

- Evaluation of the effectiveness of the Position Specifications Catalog and expansion of its potential.
- Further development of the Automated Personnel Information System and acquisition of computer hardware and software programs.
- Actualization of a Career Counseling program to include career planning, personnel development, and improved evaluation, selection, and placement techniques.

- Implementation of several Developmental Programs compatible with the Career Development System; i.e., Job Rotation, Promotional preparation course, and an understudy program.
- Expanded employee service programs; i.e., retirement advisement, and educational services.
- Research and development of tests or techniques which will assist individuals to establish career goals, and priorities.
- Development of new organizational manpower planning techniques resulting from increased forecasting capabilities.

We envision yet a third year of work necessary to bring about implementation of the total Career Development System. Continued maintenance and improvements will then become on-going in order to institutionalize this personnel management system within the Los Angeles County Sheriff's Department.

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APPENDIX "A"

INDUSTRIAL SURVEY

CAREER DEVELOPMENT INDUSTRIAL SURVEY: A Digest

Career Development Project - September 1970

1. Anheuser-Busch, Inc.
2. Atlantic Richfield Company
3. Boeing Company
4. Chrysler Corporation
5. General Electric Company
6. I.B.M.
7. Lockheed-California Company
8. 3M Company
9. North American Aviation
10. Pacific Telephone Company
11. Southern California Edison Company
12. Systems Development Corporation
13. Union Oil Company
14. United States Steel Company

A digest of these fourteen organizational programs appears in subsequent pages. Since many of these programs have similar components, a synopsis of their prominent features appears on page 26 of Chapter III.

ANHEUSER-BUSCH, INC.

Anheuser-Busch indicates they have an unusually low employee turnover rate and for this reason they feel no need for a formal Career Development program.

Promotions are made from within the company based on four criteria: ability, stability, motivation and employee maturity. The following process is used to determine promotable candidates.

Testing

Tests do not weigh heavily and are used only as a selection tool. Thorough screening of candidates is done prior to a test and in no case is rejection based solely on a test.

Skills Inventory

A data bank contains a skills inventory file of exempt (salaried) employees for promotion. Education and experience are utilized to match job requirements with various employee qualifications.

Placement-Promotion

In selecting non-exempt employees for upgrading, a data accumulation system is not considered necessary. As a position opens, a list of lower-grade employees is obtained. The employee's permanent file is screened and compared with job requirements and the basic traits listed above.

ANHEUSER-BUSCH, INC. (Cont'd)

Development

Education is encouraged by the availability of a Tuition Reimbursement Program which participates generously in expenses incurred while attending schools and universities.

Conclusion

No formal Career Development system is utilized, though it appears much consideration is given to employee individuality, talents and needs.

ARCO

Atlantic-Richfield Company (ARCO) has a two-part development program entitled "The Management Personnel Inventory and Development Plan."

ARCO firmly believes its success or failure depends largely on how effectively it develops and utilizes people.

In brief, the ARCO plan provides a means for answering the following questions concerning personnel management:

What do we have?	In terms of experience, ability, potential availability.
What do we need?	In terms of the present and future.
What must we do about it?	In terms of placement, experience, development.

Part I of the ARCO plan deals with personnel inventory. Inventory involves the following measures:

1. Personnel Testing

Standard tests designed to give indications of interests, temperament, mental alertness, knowledge of how to supervise and in some circumstances, mechanical comprehension. These tests admittedly reflect little or nothing in such vital matters as character, competitive drive, business judgment and administrative skill. Generally, no finding from tests used in this program is accepted as valid unless confirmed by other evidence. ARCO personnel testing has temporarily stopped because the Department of

Labor has implied that such testing may be culturally biased.

2. Confidential Personal Questionnaire

The employee completes a questionnaire covering a number of items concerning personal history, representative accomplishments, goals he hopes to attain in his work in the next two years, his major strengths, areas in which he wants to show improvement, and his idea of development efforts he would like to undertake.

3. Personal Interview

Each member is interviewed by a representative of the Industrial Relations Department. The interview is designed to give the employee an opportunity to contribute to his own appraisal. Briefly, the employee's personal questionnaire is discussed and updated.

4. Appraisal by Group

Periodically the employee is appraised in regard to his job performance and potential. The appraisal is the keystone of the plan and the technique is very simple. It consists of two or three people of higher levels than the appraisee, who know his work and have some responsibility for it, and who sit down and discuss his present performance and future possibilities. The appraisal panel normally includes the appraisee's immediate supervisor, the latter's superior and a representative of the Industrial Relations Department. A representative of the Management Personnel Inventory Department serves as moderator and compiles the final appraisal.

ARCO (Cont'd)

5. Development of Departmental Personnel Inventory Charts

As a result of completed personnel appraisals, long and short range manpower needs are charted. This is the starting point for determining what must be done to strengthen the organization.

The inventory chart, the appraisal summaries and the development recommendations for each department are placed in a loose leaf binder and kept in the possession of the department head for use in personnel administration.

6. Central File of Reserves

As an aid in locating candidates on a company-wide basis, the Industrial Department maintains a cross index file which classifies each member under jobs for which he might qualify.

7. Superior's Discussion with Appraisee: Performance and Development Review

The superior meets with the employee and they discuss his appraisal. The ARCO plan does not advise showing the actual appraisal summary to the employee.

8. Periodic Review of Results

Annually, department and divisional managers will review with their superior the inventory charts, the state of readiness of the replacement candidates, the development work planned, and the progress made. This line of communication serves to keep executives

ARCO (Cont'd)

currently informed of the status of their organization and alerts them to existing problems. This is the manager's periodic inventory of his human resources.

Part II of the ARCO plan deals with manpower development.

In brief, ARCO utilizes the aspects of clinical supervision, management by objectives and sensitivity training.

In summary, the ARCO plan emphasizes three major areas: appraisal, inventory and manpower planning.

Not included in this plan, but as a part of the overall management program, job descriptions are kept current by the Employee Relations Department of the firm.

BOEING COMPANY

Boeing maintains an eight-step Management Development System which is . . . "designed to assure an adequate supply of good management, to put the right man in the right spot at the right time and to ensure that, despite the size and complexity of the company, no one is overlooked."

The following briefly describes the part each component plays in the system.

1. Inventory of Management Manpower Resources (IMMR)

IMMR contains the following current information on all members of management and those identified as candidates for management positions.

a. Personal history - age, education, training, job preference, mobility limitation.

b. Skills.

c. Employment history - Boeing and other for the past 10 years.

d. Salary history for the past 5 years.

e. Performance - current and potential - as indicated by the toteming process.

f. Replacement planning status of the individual if he appears on the Replacement Planning Tables described in Section 4:

    1. For whom is he named as a potential replacement? "R" (ready) or "D" (in need of further development)?

    2. Who are his potential replacements?

BOEING COMPANY (Cont'd)

g. Status of the individual as an EXPO (short for "Executive Potential." See Section 4), planned salary, transfer, training actions, etc.

h. Significant responsibilities and accomplishments outside the company.

i. Plans for individuals identified for Special Consideration in accordance with Section 5.

The information which will be provided the IMMR will be:

a. Continuous, to reflect current data on position changes, company training completed, salary changes and other actions affecting the individual; and,

b. Periodic, reflecting annual actions, including the preparation of Replacement Planning Tables and information coming from the individual, such as accomplishments and responsibilities outside the company.

Until the IMMR is fully functioning, each manager should identify the sources of information upon which he can draw to meet these basic responsibilities in management development:

- Forecasting management requirements.
- Utilizing manpower resources to meet those requirements in an effective way.
- Reviewing and evaluating the performance of those managers reporting to him.
- Making good use of on-the-job and off-the-job developmental opportunities, both for himself and for individuals reporting to him.
- Filling openings with prepared and capable individuals.

2. Annual Management Development Review Cycle

Each year, each Group and Division manager will cover these subjects:

1. The progress of the executive development program in his organization (Group or Division) since the last review including plans and activities for the further development of key managers and those identified as having high potential, i.e., EXPO's.
2. An assessment of the caliber of those presently holding key positions including those in the top functional positions in the Group or Division.
3. The adequacy of replacements within the Group or Division for the next two to three years for the higher level positions.
4. A report of the developmental experiences of the past year which have been recommended and accomplished for the young high-potential nominees noted in No. 5 above.
5. Planned major organization changes.

3. Forecasting of Management Manpower Needs

This section and the four that follow deal with components of the Management Development System which have a close sequential relationship. The flow pattern calls for:

a. Forecasting needs.

b. Examining and utilizing the sources to fill those needs.

c. Reviewing the performance of present managers and determining recommended steps for development.

d. Putting development plans into effect.

e. Assigning managers.

4. Sources of Candidates for Management

Selection of first-level managers, a key factor in the development system, entails:

- Establishment of minimum standards by functional organizations within Groups, Divisions and Branches.

- Identification of candidates for management on the basis of assessments of each individual's job performance and potential for advancement.

- A Pre-Management Training Program offered by each Group and Division, the completion of which will normally be a prerequisite for appointment as a manager.

- Encouragement of non-management personnel to nominate themselves for consideration as pre-management trainees.

Pool of Management Candidates - In addition to improving our processes for selecting managers from within the company we will also strengthen the pool of management candidates by:

- Setting annual goals for recruitment of college graduates commensurate within the existing system for technical graduates.

- Creating a salary-offer structure for non-technical graduates commensurate within the existing system for technical graduates.

Identifying Management Resources

1. Non-managers who have potential to become managers. This group shall be approximately five percent of the non-management work force.

2. Managers who have potential for positions in middle management.

3. Middle-level managers with potential to reach higher level positions, and executive level managers.

Identification of Executive Potentials

- Outstanding performance in the Pre-Management Program.

- Superior ratings (in the top quarter in job performance, potential totems and other measures of performance).

- Extraordinary progression in job and/or salary.

- Identification as a replacement for a higher position.

- Recipient of a special incentive award.

5. Review of Management Performance

The two elements in this process are: the judging of each manager in relation to that of other managers within a group and assessing his performance as an individual.

Special Consideration Managers - In reviewing the performance of managers, some factors - singly or collectively - may indicate that an individual should be classified as a "Special Consideration Manager."

6. Methods of Development of Managers

In practice, most development takes place on the job and through actions which are job-related. Some of the job-related opportunities are: advanced assignments within the function, special short-term assignments involving new or different responsibility, and assignments which take the manager outside past work experience.

To accelerate this type of experience, increased emphasis is placed on several types of activities. These include:

1. Cross-Functional and Cross-Specialty Development

   A specified number of new openings in certain organizations will be filled with candidates from outside the function of the opening.

2. Corporate Headquarters Developmental Assignments

   Each Corporate Headquarters functional executive will identify such positions within his organization and take the necessary steps to fill them with divisional personnel on a continuing basis.

3. "High Leverage" Positions and Special Assignments

Each organization will, with the assistance of its Management Development staff, classify 10 percent of all management positions as "high leverage." As openings occur, positions and assignments classified as "high leverage" will be filled, if appropriate, by individuals identified as EXPO's.

4. "Outside High Leverage" Assignments

Another type of "high leverage" experience may come with the temporary assignment to a government agency or some other organization outside the company.

5. Cross-Functional Assignment of Key Management Personnel

In those instances where cross-functional placement is deemed desirable, candidates will be selected through the IMMR, the Replacement Planning Tables and/or nominations by Corporate Headquarters functional executives or general managers.

7. Assignment to Management Positions (Placement)

The first four of the five Management Development System components mentioned earlier - forecasting needs, examining sources, reviewing performance and development - work together to achieve one goal: to produce management resources in the numbers, of the quality and at the time required. And, essential in the functioning of these components will be the Inventory of Management Manpower Resources which tracks the identification, performance and development of individuals throughout the company to assure that all members receive consideration as replacement candidates.

The Inventory will also be used to track the execution of the development activities necessary among those identified as EXPO's as well as to compare the information in the Replacement Planning Tables with the data on each candidate recommended for assignment.

8. Accountability, Special Responsibilities and Monitoring of Management Development Performance

Accountability - Each manager responsible for an organizational unit, regardless of size or level, will be held responsible for the management development program within his organization.

Special Responsibilities - A cluster of the responsibilities of special importance to line managers involves the assessment of subordinates.

Another major group of responsibilities of each line manager involves the information he provides to, and receives from the system. His role in forecasting management requirements, his planning for developmental programs and his budgeting for those programs will provide information to the Inventory of Management Manpower Resources which is vital in helping the company comprehend its total needs and resources.

Monitoring Management Development Performance - In addition to the uses already described for information contained in the Inventory of Management Manpower Resources, the output will be utilized to monitor the management development performance of organizations and functions within the company.

In order to summarize, we attempted to identify the Boeing management philosophy by quoting the committee that developed their Management Development System.

> "Management development planning is in reality, one element in people resource planning. It is not only important in a company such as ours that we discipline ourselves to think about the future in the obvious areas of product planning, facilities planning and financial planning, but also just as importantly in the area of management be assured. . . that management development is not a temporary whim, that is, with us to stay, and that we plan for it to be a continuing, active and dynamic responsibility which will be recognized as a part of every manager's job."

CHRYSLER CORPORATION

Chrysler Corporation has a development plan aimed primarily at its management level.

Annually, an appraisal is obtained of each member of its management organization. This appraisal focuses upon not only the quality of work the individual is presently doing, but also data is obtained regarding other positions that the individual can be considered for, whether or not such positions can be offered locally, etc. This information, together with the data contained in the personal history record, is entered into company computers for use in filling open positions and providing running analyses of the work force.

In order to insure that these data are considered when openings are filled, the company has established controls for filling certain senior positions. At this level, no position can be filled without a corporate-wide screening depending upon the nation of the position. It may be required that the applicant be selected from a list developed and approved by a designated corporate staff. At lower levels, a corporate search is not usually required; however, if a position cannot be filled locally, a corporate search is required prior to authorizing external hiring.

Manpower survey teams are utilized to gather data concerning existing problems of manpower utilization. These teams visit various plant locations and submit their findings to the corporate staff. This introduces a measure of formality and accountability to the operating people.

CHRYSLER CORPORATION (Cont'd)

Rather formal programs are maintained to identify, follow-up and do such career planning as is necessary with those at lower levels in the organization who seem to have outstanding potential. Higher positions in the organization require direction from the corporate staff; i.e., management level.

Chrysler Corporation is concerned with providing its employees with broad work experiences. Additionally, the company tries to match the individual's job with his interests.

The philosophy is that work experiences should offer as much to the employee as to the company. A record of an employee's interests along with his experience and ability are retained in the computer data bank to be considered in filling open positions.

GENERAL ELECTRIC COMPANY

General Electric utilizes a development program entitled the Talent Development Plan (TDP). The TDP is an appraisal and self-development process for potential managers. The process is designed to stimulate participants to learn for themselves in opposition to being taught. The process is not concerned with teaching uniformity of behavior, but rather in capitalizing on individual talents and potential.

The objectives of the plan are to:

1. Motivate participants for more intensive personal development.
2. Identify the job assignments where talented individuals are apt to make their most effective contribution.
3. Identify individuals with high potential for managerial positions.
4. Increase the TDP staff members' ability to select and place personnel to the best advantage of the operation and the individual.

The participants are selected through procedures designed by the Employee Relations Department. The selections usually represent:

1. All business functions and a variety of educational backgrounds.
2. Individuals regarded as having high potential in managerial positions and are in their early 30's or below.

The distinctive features of the program are outlined as follows:

Multiplicity of Approach

Candidates are competitively appraised as a result of evaluation scores from three separate tests.

a. Observation of candidate in problem-solving situations by an eight man panel.

b. Two interviews held by same panel.

c. A selection of paper and pencil tests.

The candidate's behavior in the problem-solving situations has the greatest influence in the individual's overall evaluation, while the paper and pencil tests have the least effect.

Other aspects of the G.E. management philosophy and development program may be briefly explained in the following hypothesis:

Adult behavior, the way we meet the demands of our environment, must be learned.

Learning is usually best when under rewarding circumstances.

Meaningfulness of the material, norms or values promotes learning.

Meaningful, immediate knowledge of results can improve future performance.

Realistic goal-setting leads to improvement.

Active participation of the learner promotes learning.

Transfer of learning in one situation to another will be better if the learner can discover relationships himself and apply what he learns in a variety of situations while learning.

The overall program takes about four and one-half days for the participant to complete. The following is a brief outline of the program:

1. About three hours of written tests to reflect the individual's intellectual ability.
2. Standardized problem-solving situations in which job-like pressures and challenges are simulated.
3. The participant makes oral presentations and has two interviews.
4. Finally, the participant and the observers critique the program.

After the completion of the TDP session, the participant receives a partial feedback of results in a brief counseling session. Within a few weeks, a TDP staff member conducts an intensive interview with the participant. This interview covers all information obtained and the views of the staff members. Following this interview, the TDP representative confers with the participant's managers. The emphasis of this discussion is on the developmental needs and growth potential of the participant. Appointments are arranged in advance. Long-range follow-up on the career progress of the participants is part of the process.

IBM

The IBM Corporation uses a computer as a means of maintaining its Executive Resource and Career Planning Programs.

With computer programming, IBM is able to maintain statistical information regarding the employee's promotability, specialization and future areas of assignment.

Employee Profile

This profile supplies basic personnel statistics for each employee. Also contained in this profile are his salary, education, appraisal and department and position file.

Executive Resources Individual Development Plan

This is an individual appraisal that is completed by the individual and a supervisor. This development plan notes the present position held by the employee and his job responsibilities. This plan gives the employee the opportunity to list his interests, aspirations, promotability and possible ultimate potential. The supervisor, at this time, is able to comment on the employee's accomplishments and personal attributes, and project for him any area for improvement, further education requirements and a development plan for his future avancement.

Executive Resources

By means of the computer, management is able to search the employee profile and from this comes an initial index of high management potential needs and review potential management candidates for future positions.

At the time of survey, IBM job descriptions were under revision because the material was considered to be outdated.

LOCKHEED-CALIFORNIA

Lockheed-California has a Personnel Development Program which is supported by information supplied by the Lockheed Personnel Information and Capabilities System (PIC).

PIC is a computerized system designed to help management locate individuals qualified to fill openings, compile information on management and technical capabilities for use in bids and proposals, and to survey the characteristics of the employee population with respect to the many factors pertinent to manpower planning and research.

A master record for each employee is maintained and updated on magnetic tape. Employee data are categorized into four major areas:

Status - Name, employee number, age, sex, seniority date, job assignment, etc.

Education - Degrees, college major, number of company courses attended, etc.

Experience - Experience, supervisory and non-supervisory, job interests and skills, etc.

Other - Military status, foreign language capability, licenses and certificates, etc.

The PIC system gathers and stores information from four different sources:

PIC Code Sheet - This is a form filled out by the employee.

Payroll Master Tape - Status data, i.e., occupational title, salary and seniority are extracted from this source.

LOCKHEED-CALIFORNIA (Cont'd)

Special Transmittal Form - This form, prepared by management, transmits to the computer information pertaining to the status of potential management.

Pre-CALAC Employment Form - Each new employee lists his three most significant jobs prior to joining Lockheed-California.

The PIC system has the ability to make immediate replies; however, emergency requests are expensive and normal queries should be made approximately three days in advance of the expected reply.

Utilizing computer data, Lockheed maintains a continuous management manpower forecasting process. By surveying divisional management staffing, long and short range personnel needs can be predicted.

To assure that management needs can be met, Lockheed maintains a "Comprehensive Management Development Program."

Most individuals are introduced to management training by taking a number of basic, fundamental supervisory courses. They then progress into a series of management development seminars involving advanced concepts. Concurrently with these programs, employees annually establish a set of personal objectives which are oriented toward on the job improvement and attainment of established group goals.

Included in the program are nineteen sub-programs intended to develop managers. The following is a list of the various program titles:

LOCKHEED-CALIFORNIA (Cont'd)

- Fundamental Supervisory Programs
- Lockheed Extension Education Program (LEEP)
- Management Development Programs and Seminars
- Lockheed Supervisory Institute (LSI)
- Lockheed Management Institute (LMI)
- Decision Simulation Programs
- PERT, PERT/Cost and Systems Management
- Professional Associations and Seminars
- Outside Training and Conferences
- Rotational Training Programs
- Younger Employees of the Year
- Management Selection and Placement Plan
- Tuition Reimbursement Program
- Work-Study Program
- Educational and Vocational Counseling
- Personal Development Plan for Salaried Employees
- Industrial Relations Research and Consulting Services
- Open Door Policy
- Cooperative Education Program

In summary, Lockheed-California created a personnel development system which includes a personnel inventory, career paths and ladders, career advisement, educational and promotional programs.

3M COMPANY

3M Company practices involve two rather distinct programs:

1. Education and Training Department's Program - provides course work and improvement in operating skills and techniques.
2. Salary Administration and Personnel Development Department's Program - designed to identify, develop and utilize the individual with potential.

The policies and procedures applying to the three major areas of personnel development are:

1. Performance Appraisal used in regular administration of compensation as well as to identify areas of possible improvement in an individual's performance. 3M relies heavily on Performance Appraisals and uses different forms for different levels of jobs. The four major areas of evaluation are (1) Results, (2) Methods, (3) Personal Qualities, and (4) Know-How. Self-appraisal forms are found to be useful. Detailed instruction in appraisal methods is given to the supervisors.
2. Estimate of Potential - used to identify promotable candidates and to pinpoint areas of improvement and development. Data are used in the Inventory of Promotables for locating replacements in managerial appointments.
3. Personal Plan for Development - used to document and follow-up on specific plans for improvement of an individual.

Company practice is to aim at the strengths and weaknesses of the individual rather than to apply the "group therapy" approach.

Conclusion

3M feels the following are necessary elements of effective development.

1. Clear job definitions.
2. Positive delegation of responsibility.
3. Assignments that stretch responsibility to the broadest possible application.
4. Clear-cut objectives and policies and an understanding of the organization. Guidance and direction, rather than direct assistance on an assignment, is felt to be the most valuable method of supervision.

NORTH AMERICAN AVIATION, INC.

North American Aviation, Inc., has developed a personnel inventory system which is entitled, "Skills Index."

The employee's experience is coded into the Skills Index. This involves describing present assignment, past experience, assignment he is now ready for, education and foreign languages, management experience and military status.

The descriptors selected for the NAA Skills Index came from detailed studies and tests on various terms used by a large number of technical and administrative people within NAA. From this were selected the descriptors that would minimize the type of "chance" error which plagues "key-word" systems.

It was found that the individual codes himself much more accurately and at less cost than another person would by working from the Employee Profile. This is because the individual himself is better able to translate pertinent aspects of his background into Skills Index descriptors than another person working from only the words in the Employee Profile.

PACIFIC TELEPHONE COMPANY

The Pacific Telephone Company, as part of its Personnel Assessment System, has found personnel profiles useful in selecting individuals for promotion and key assignment.

All candidates for promotion must be selected by Division Heads from a profile catalog. A personnel profile may be initiated by the employee's supervisor or by the employee himself.

When a supervisor recognizes desirable qualities in one of his subordinates he interviews the employee and drafts a profile on the individual.

The employee who feels he has been overlooked may request that his profile be drafted. The supervisor will meet with the employee and accept or reject the request. Employees are given the opportunity to show their qualifications which they may feel have been overlooked because of personality conflicts or other reasons.

In all cases, potential promotional candidates are selected from the profile catalog. A Division Head, seeking new talent, may request a profile on any employee from any unit of the organization.

This technique is the preliminary step of the Telephone Company Personnel Assesessment System.

The Personnel Assessment Program, or PAR as it is generally called, is the final step which assists the field forces in the assessment of non-management. PAR is simply a battery of tests designed to evaluate each candidate on nineteen attributes which research has found inportant to managers.

PACIFIC TELEPHONE COMPANY (Cont'd)

Just prior to the beginning of the assessment program, a group of successful management people are tested to establish a group norm. Each new candidate is competitively evaluated according to this norm.

The Telephone Company estimates a cost of $250-$450 per man evaluated and claims 73% of all managers approved by PAR results have developed into above average managers.

The PAR Program is not a development program, according to Telephone Company officials, but a management-centered Personnel Assessment Program.

SOUTHERN CALIFORNIA EDISON COMPANY

The Management Inventory System for Southern California Edison Company is used to fill career positions, consider candidates for promotion and locate people for staffing special task forces, advisory groups, committees and short-term assignments.

Edison does not remove past employees from the computer, assuming there may be a need to call upon these individuals as consultants.

Edison attempts to match the man and the job by entering both coded job specifications and personnel qualifications into the computer.

The computer performs the clerical function of the "search" and prints out a preliminary list of persons who meet the basic qualifications of the position to be filled. At this point the human evaluation process begins.

The goal of this process is to provide the requestor with a small list of people who are all highly qualified for the job.

This program also deals with the problem of impact of the system on the individual. Additionally, the system is useful in forecasting manpower and supply needs.

Information is updated yearly and each employee gets a copy of the computer print-out to be certain it is accurate.

Edison emphasizes the importance of allowing the individual to reflect his capabilities as he sees them, not as they are interpreted by someone else abstracting information from the personnel file. As a part of this policy, the company allows the employee to provide narrative descriptions of his work experience which are then refined to meet the needs of the Inventory Record.

General guidelines for describing each position held are:

- Be personal
- Be brief
- Be specific

SYSTEMS DEVELOPMENT CORPORATION

Systems Development Corporation uses a Skills Inventory System which is an automated personnel information system. The information in the system is processed by a general purpose data management system, which operates an IBM 360/65. Data on employees are stored on disk and magnetic tape.

The Skills Inventory was developed for two purposes: (1) to assist marketing efforts by providing summaries and assessments of corporate personnel capabilities, and by identifying individuals to assist in the preparation of, or to be described in, proposals for new business; (2) to enhance personnel utilization by improving the process by which persons are assigned to new jobs.

UNION OIL CORPORATION

The Union Oil Corporation is a noted leader in the field of Personnel Development and Inventory.

Utilizing an Automated Personnel Inventory System, Union Oil has developed an Integrated Manpower Program, referred to as AIM. There are three stated objectives of AIM:

1. To create a work environment with maximum motivation toward self-development.
2. To provide development opportunity proportioned to individual performance and potential.
3. To provide a consistent framework within which company-wide progress in manpower management may be coordinated and measured.

AIM is an approach to manpower planning and development that answers three critical questions:

1. What are the company's present and future needs in managerial manpower?
2. How well is the company prepared to meet present and future manpower needs?
3. What are the most effective methods for the timely development of present and future managerial talent?

Simply stated, the Union Oil Program achieves its objectives in the following manner:

Each exempt (salaried) employee completes a personal resume and returns it to the Industrial Relations Department. This resume contains usual employee information and it also elicits other related skills which the employee feels he has.

Resume information along with Personnel Department data, such as salary grade and potential rating evaluation, are codified and placed into a computer. Personnel Department data are updated quarterly and personnel resume information is updated every two years.

Using Personnel Inventory Reports as an information source, the company designs an organizational change model yearly. The change model is a divisional forecast of increasing or decreasing manpower needs for the following year. Last year Union Oil was able to calculate personnel needs to the exact number.

Supplied with this information, Division Heads prepare promising candidates in preparation for advancement. The careers of many individuals are planned as much as ten years in advance.

In order to avoid the possibility of an individual Department Head holding an outstanding individual as an ace-in-the-hole, annual meetings are held for the purpose of discussing up-and-coming candidates. Based on evaluation and personnel inventory reports, joint decisions are made by executives to place the individual at a spot in the organization where he will be most beneficial.

A safety valve in this career succession plan is provided by back-up candidates for each position in case of unexpected changes.

UNITED STATES STEEL CORPORATION

United States Steel Corporation believes that management development is a three-way partnership:

1. Corporation provides facilities and opportunities.
2. Supervisor guides employees in efforts to improve.
3. The man himself assumes the primary responsibility for his own development.

First-line management positions are filled by employees promoted through the ranks or by recruiting college graduates.

The trainee enters the Management Training Program where he is placed in productive work assignments which will give him knowledge and experience. Within six months he attends a Corporation Orientation Seminar. On-the-job training is periodically interrupted to allow study sessions with other recruits.

Training is continuous throughout the employee's career. The supervisor may suggest the employee submit to advanced or refresher training to improve performance.

An Industrial Studies Program is open to all employees during off hours on a voluntary basis for job-related subjects. Programs and workshops conducted by colleges, universities and professional organizations are also used for development.

A Tuition Refund Plan is available for reimbursement of fees for satisfactorily completed courses.

A nine-month Manager Development Program is available for middle management. Included are group sessions and homework assignments.

APPENDIX "B"

LAW ENFORCEMENT SURVEY

RESULTS OF THE NATION-WIDE LAW ENFORCEMENT SURVEY OF CAREER DEVELOPMENT PROGRAMS WITHIN LAW ENFORCEMENT

The Survey

In March, 1972, the Career Development Bureau of the Los Angeles County Sheriff's Department, Peter J. Pitchess, Sheriff, mailed a 10-page questionnaire to 150 police departments and law enforcement agencies within the United States that served municipalities having populations of 100,000 or more. Response to this nationwide survey was gratifying. Ninty-seven police departments and agencies representing 64.6% of those queried responded prior to the requested reply date of May 26, 1972. The municipalities served by these 97 departments had populations ranging from 101,000 to more than 6,000,000 and they were located in 34 states and the District of Columbia.

The 10-page survey questionnaire (a sample of which follows), consisted of five parts. These five parts, which are described below, provide the formal structure of this project report.

Part One - General Information
Part Two - Recruitment
Part Three - Education
Part Four - Turnover
Part Five - Personnel Evaluation

Interpretation of Data

Interpretation of survey data relied on several assumptions: that the initial 150 police departments queried were "typical" of the whole set (population) of law enforcement agencies; that the 64.6% of those agencies responding were also "typical;" and that inferences as to trends can validly be drawn without resorting to the rigor of hypothesis testing.

The fact that the size and scope of police departments varied significantly across the nation precluded the use of any formal statistical analysis. Agencies, in many cases, were so dissimilar in size, and scope that they could not properly be evaluated by comparative techniques. The data obtained were viewed with an eye toward discerning trends. The analysis of very large departments and very small ones resulted in a kind of averaging effect. The variability of responses and the resulting regression to the mean tends to lessen the results' correlation to any specific department responses. The data does, however, have value as an indicator of general trends.

TABLE OF DEPARTMENTS QUERIED AND RESPONDING

CITIES

Akron, Ohio*
Albany, New York*
Albuquerque, New Mexico*
Alexandria, Virginia*
Allentown, Pennsylvania
Amarillo, Texas
Anaheim, California*
Arlington, Virginia*
Atlanta, Georgia*
Austin, Texas*
Baltimore, Maryland*
Baton Rouge, Louisiana
Beaumont, Texas*
Berkeley, California*
Birmingham, Alabama
Boston, Massachusetts*
Bridgeport, Connecticut
Buffalo, New York
Cambridge, Massachusetts
Camden, New Jersey
Canton, Ohio*
Cedar Rapids, Iowa*
Charlotte, North Carolina*
Chattanooga, Tennessee*
Chicago, Illinois
Cincinnati, Ohio*
Cleveland, Ohio*
Columbus, Georgia*
Columbus, Ohio*
Columbia, South Carolina*
Corpus Christi, Texas*
Dallas, Texas*
Dayton, Ohio
Dearborn, Michigan*
Denver, Colorado*
Des Moines, Iowa*
Detroit, Michigan*
Duluth, Minnesota*
Elizabeth, New Jersey
El Paso, Texas*
Erie, Pennsylvania
Evansville, Indiana*

CITIES

Flint, Michigan
Fort Lauderdale, Florida*
Fort Wayne, Indiana
Fort Worth, Texas*
Fresno, California*
Garden Grove, California*
Gary, Indiana
Glendale, California*
Grand Rapids, Michigan
Greensboro, North Carolina*
Hampton, Virginia
Hammond, Indiana*
Hollywood, Florida*
Hartford, Connecticut
Hialeah, Florida
Honolulu, Hawaii*
Houston, Texas*
Huntington Beach, California*
Huntsville, Alabama*
Indianapolis, Indiana*
Independence, Missouri*
Jackson, Mississippi
Jacksonville, Florida*
Jersey City, New Jersey
Kansas City, Kansas*
Kansas City, Missouri*
Knoxville, Tennessee
Lansing, Michigan*
Las Vegas, Nevada*
Lincoln, Nebraska*
Little Rock, Arkansas
Livonia, Michigan*
Long Beach, California*
Los Angeles, California*
Los Angeles County, California*
Louisville, Kentucky
Lubbock, Texas
Madison, Wisconsin
Macon, Georgia
Memphis, Tennessee
Metarire, Louisiana
Miami, Florida*

---

*Indicates responding agencies

CITIES

Milwaukee, Wisconsin
Minneapolis, Minnesota*
Mobile, Alabama
Montgomery, Alabama*
Nashville, Tennessee
New Bedford, Massachusetts
New Haven, Connecticut*
New Orleans, Louisiana*
New York, New York*
Newark, New Jersey*
Newport News, Virginia*
Niagara Falls, New York
Norfolk, Virginia*
Oakland, California*
Oklahoma City, Oklahoma*
Omaha, Nebraska*
Pasadena, California*
Paterson, New Jersey
Peoria, Illinois
Philadelphia, Pennsylvania
Phoenix, Arizona*
Pittsburg, Pennsylvania*
Portland, Oregon
Portsmouth, Virginia
Providence, Rhode Island*
Raleigh, North Carolina*
Richmond, Virginia*
Rochester, New York*
Rockford, Illinois*
Sacramento, California*
St. Louis, Missouri*
St. Paul, Minnesota
St. Petersburg, Florida*

CITIES

Salt Lake City, Utah*
San Antonio, Texas*
San Diego, California*
San Francisco, California*
San Jose, California*
Santa Ana, California*
Savannah, Georgia*
Scranton, Pennsylvania
Seattle, Washington*
Shreveport, Louisiana*
South Bend, Indiana
Spokane, Washington
Springfield, Massachusetts
Stanford, Connecticut
Syracuse, New York
Tacoma, Washington*
Tampa, Florida
Toledo, Ohio*
Topeka, Kansas*
Torrance, California*
Trenton, New Jersey
Tucson, Arizona*
Tulsa, Oklahoma*
Utica, New York
Ventura, California*
Washington, D.C.*
Waterbury, Connecticut
Wichita, Kansas*
Wichita Falls, Texas*
Winston-Salem, North Carolina
Worcester, Massachusetts
Yonkers, New York*
Youngstown, Ohio

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*Indicates responding agencies

NATIONAL LAW ENFORCEMENT

Personnel Survey
(Career Development)

Conducted
by

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

Peter J. Pitchess, Sheriff

February, 1972

"Career Development"
funded by
CALIFORNIA COUNCIL ON CRIMINAL JUSTICE
through
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
Discretionary Grant
(71-DF-694)

The Los Angeles County Sheriff's Department under the direction of Peter J. Pitchess, Sheriff, is conducting a survey of local, state and national law enforcement agencies.

The purpose of this survey is to elicit information to be utilized in the establishment of a career development program within the Los Angeles County Sheriff's Department. It is anticipated that upon completion, this program will serve as a model for career development in law enforcement nationally.

The success of our endeavors is dependent to a large degree on the data which we receive in response to the survey. Your fullest cooperation, therefore, will be greatly appreciated.

If you have any questions regarding any portion of this survey, do not hesitate to contact one of those persons listed on the last page. Further, if you wish to receive a copy of the findings when they are compiled, please so indicate.

Part I General Information

1. Name of Department__________________ Address__________________ City__________________

State__________________ Zip Code__________

2. Name of individual providing data contained in survey________________________________

Rank__________________ Phone Number__________________ Area Code__________

3. Population of city or community served by your Department__________________ Sq. Miles__________

4. Total number of all Sworn personnel within Department. Male__________ Female__________

Total number of Sworn personnel.__________

Part II Recruitment

1. Number of permanent or full-time sworn personnel assigned to recruitment activities of law enforcement personnel.

____

2. Total time consumed from initial contact of prospective candidate to hiring date__________________

Length of time in Police Academy for trainee__________ if no academy training, what type of training program is provided for the entering officer.________________________________

____

____

____

3. Have you had problems in obtaining desirable candidates for your Department. ______Yes ______No, if yes, state major problem. a) Lack of applicants________ b) Salary________ c) Occupational hazards________ d) Too militaristic________ e) Community hostility towards law enforcement________ f) Other________

Part III **Education***

	1971	1965	1961
	Number/% of Dept.	Number/% of Dept.	Number/% of Dept.
Total sworn personnel in Department with less than high school education	___/___	___/___	___/___
" " " " " " H/S or GED	___/___	___/___	___/___
" " " " " " 2 years college or A.A. Degree	___/___	___/___	___/___
" " " " " " B.A. or B.S. Degree	___/___	___/___	___/___
" " " " " " Masters Degree	___/___	___/___	___/___
	Number/% of Rank	Number/% of Rank	Number/% of Rank
Total sworn personnel, with less than high school education (Deputy or Patrolman level only)	___/___	___/___	___/___
Total sworn personnel, Deputy or Patrolman level only with H/S or GED	___/___	___/___	___/___
" " " " " " " " " 2 yrs col. or AA	___/___	___/___	___/___
" " " " " " " " " BA or BS	___/___	___/___	___/___
" " " " " " " " " Masters Degree	___/___	___/___	___/___

* If records fail to cover p[illegible]iods indicated above, please supply us with the data that is available.

Turnover Data of sworn personnel at the Deputy or Patrolmen level.

Number of sworn personnel (Deputy or Patrolmen level only).

________ 1961
________ 1962
________ 1963
________ 1964
________ 1965
________ 1966
________ 1967
________ 1968
________ 1969
________ 1970
________ 1971

(NOTE)
Provide data only if you have valid records of information requested. Perhaps your records do not cover all years requested, if so please provide any information you have.

Total number of voluntary resignations at Deputy or Patrolman level only, excluding retirement.

________ 1961
________ 1962
________ 1963
________ 1964
________ 1965
________ 1966
________ 1967
________ 1968
________ 1969
________ 1970
________ 1971

If data is available give primary reasons for resignations, as listed below.

(Deputy or Patrolman level only)

	1971 Number/% of Level	1966 Number/% of Level
1. Job disatisfaction.	___/___	___/___
2. Better position in law enforcement in another community.	___/___	___/___
3. Better position outside law enforcement.	___/___	___/___
4. Individual felt he was in dead-end job or lack of promotional opportunities.	___/___	___/___
5. Salary too low.	___/___	___/___
6. Other. ____________________	___/___	___/___

Personnel Evaluation Data (Rating System).

1. Do you have a formal performance evaluation system for sworn personnel? ________ Yes ________ No

2. If so, how often is individual rated? (e.g., 6 mo., yearly, etc.) other ____________

3. Describe briefly your type of rating or review program: ____________

4. Who performs the review or rating? ____________

(e.g., ranking officer immediately above employee who is being rated.)

5. Are results of reviews used as a tool for advancement? ________ Yes ________ No.

6. If above answer is yes, how are they used? ____________

7. Do you provide bonus or incentive pay for unique or unusual work assignments? ________ Yes ________ No,

if yes, under what conditions? (Excluding educational bonuses) ____________

Which Details? (e.g., Bomb Squad, Motorcycle Officers, etc.) ____________

Personnel Evaluation Data (continued)

8. Do you have any other incentive or bonus plans to encourage your sworn personnel to improve themselves on the job?

_________ Yes _________ No. If yes, describe ______________________________

____

____

____

9. Do you have an educational tuitional reimbursement program available for those who desire to increase their educational background? _________ Yes _________ No. If yes, what percent does the Department pay? ______________

Maximum limit ____

10. Does your Department have a complete set of position specifications for all sworn personnel _______ Yes _______ No

(e.g. separate specifications for Vice Officer, Motorcycle Officer, Administrative Officer, etc.)

Where are the specifications kept and maintained? (e.g.) Personnel Bureau________ Station________ Other__________

Are they periodically up-dated by your Department? _______ Yes _______ No. If yes, when? ____________________

____

11. How are your sworn personnel made aware of promotional opportunities within the Department? ____________________

____

____

12. How are your sworn personnel made aware of job openings elsewhere within your Department? ____________________

____

____

Personnel Evaluation Data (continued)

13. Do you have a formal system of job rotation? ________Yes ________No. If yes, indicate method and levels of personnel involved?

14. What is the criteria for selecting a line level officer in your organization for a specialized function such as homicide, burglary, etc.?

15. How does the officer go about making application for transfer to another Bureau, Unit, Division, Station, etc.?

Is this procedure formalized?______________________________

16. Do the various units communicate department wide when they are in need of a person(s) to fill a position?

_______Yes _______No. Explain______________________________

17. Are your Department's sworn personnel represented by a union or other employee bargaining agency?

_______Yes _______No. Explain process______________________________

Personnel Evaluation Data (continued)

18. Does your Department have a formal Employee Development Program for sworn personnel at all levels of the organization? _______Yes _______No. Executive level _______Yes _______No. Supervisory _______Yes _______No. Patrolmen/Deputy level _______Yes _______No.

19. Do you have an automated data personnel system? _______Yes _______No.

Do you feel it performs to all your needs? _______Yes _______No.

Give make and model number of computer ____

20. Do you have any type of formal Personnel Counseling Program (other than rating or performance evaluation) for sworn personnel? _______Yes _______No. If answer is yes, what does it encompass? (e.g., Retirement, Career Development, Educational Advancement, etc.)____

____

____

____

21. Do you employ on a permanent basis non-sworn or civilian personnel in key jobs or positions, normally performed by sworn personnel in the past? _______Yes _______No. If yes, describe areas of Department (Briefly)____________

____

____

____

22. Do you provide lateral entry into jobs from other law enforcement agencies? _______Yes _______No. If yes, what level(s)____

Personnel Evaluation Data (continued)

23. List in rank order the five most important employee problems facing your Department today.__________

24. Does your Department operate under the merit system?_______Yes _______No. Explain__________

25. What do you perceive "Employee Development" to be?__________

CONTACTS Los Angeles County Sheriff's Department, Hall of Justice, Los Angeles, California 90012

		Area Code			
Lieutenant	Paul Miller	213	626-9511	Ext.	83555
Sergeant	Mark Squiers	"	"	"	"
Sergeant	Barry King	"	"	"	"
Sergeant	Joseph Hellmold	"	"	"	"

PART ONE - GENERAL INFORMATION

Table 1. Statistical Summary (Total Response)

Police Departments Contacted	150
Departments Responding	97
Percent Response	64.6%
Population Served (millions)	42.4
Square Miles Covered (thousands)	24.9
Sworn Personnel (thousands)	110.5
Sworn Female (thousands)	2.0
Percent Female	1.8%

Table 2. Statistical Summary (By Population Groupings)

Population Groupings:	100,000 199,000	200,000 399,000	400,000 699,000	700,000 Over	TOTAL
Departments Responding	44	24	18	11	97
Population (millions)	6.1	6.8	9.3	20.1	42.4
Square Miles (thousands)	4.4	2.4	4.9	13.2	24.9
Sworn Female	258	177	271	1298	2004

PART TWO - RECRUITMENT

Since recruitment of qualified individuals is of primary concern to all law enforcement agencies, the survey questionnaire asked questions by population.

Table 3. Recruitment Statistics

	100,000 199,000	200,000 399,000	400,000 699,999	700,000 Over	Total or Average
Departments having full-time recruitment staff	30	11	10	6	57
Percent of responding departments	68.2	45.8	55.5	54.5	58.7
Total number of recruiters	54	34	29	81	198
Avg/Department	1.8	3.1	2.9	13.5	3.5
Most any department	5	16	6	50	--
Weeks per year spent recruiting and hiring (avg)	10	9	3	5	6.8
(Minimum)	1	3	1	4	2.3
(Maximum)	52	52	12	12	32.3
Weeks per year spent training personnel (avg)	10	14	16	15	13.8
(Minimum)	4	3	8	3	4.5
(Maximum)	26	26	22	26	25
Departments having problems obtaining personnel	15	13	4	7	39

(Table 3 continued on next page)

Table 3. Recruitment Statistics (Cont'd)

Percent of departments responding	34.1	54.1	22.2	63.6	40.2
Reasons for problems:					
Lack of qualified applicants	7	11	2	7	27
Salary too low	3	5	1	7	16

Other Reasons Included:

Community Hostility

Resident Laws

Restrictions

(See Question #23, in Part 5 of this report for a discussion of the problems and needs of the responding departments.)

(Also please note that some departments gave dual or multiple reasons.)

PART THREE - EDUCATION

A very small and statistically insignificant number of the 97 departments responding to the survey provided measurable information for this part of the questionnaire. Most of the departments replied that the requested data were not available.

Chart B-1 indicates a relationship between department turnover and educational achievement. Assuming that all other factors are equal, the graph reveals that as the level of departmental education rises, the turnover rate also rises. Of course, this does not suggest that the sole reason for turnover is the officers' educational level. It merely implies a positive correlation between education and turnover.

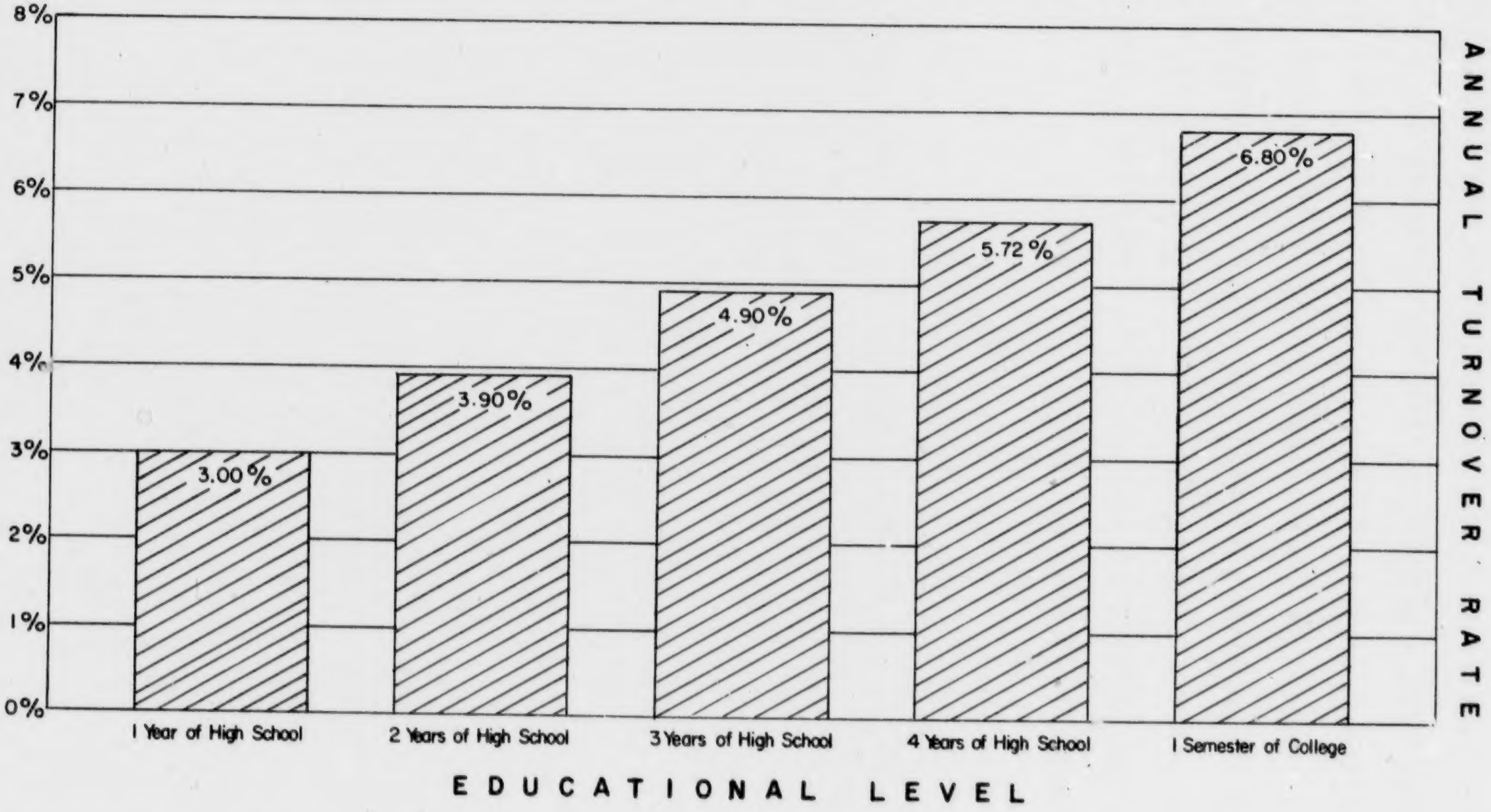
It is sometimes misleading to compare highly dissimilar organizations. Some departments, due to regional differences, and the varying community expectations provide widely differing types and levels of service. A comparison of turnover and education among such widely variant organizations may not yield valid, nor wholly representative findings.

It is interesting to note that the departments in which education and turnover were high, the major problem areas (question #23) were salary and lack of promotional opportunities and further, a substantial number of these departments stated that the primary reasons for turnover was the quest for better positions in and/or outside law enforcement.

This condition is not unique within law enforcement. Many industries have a problem in keeping talented and educated individuals in their organizations. It would appear that when extrinsic benefits (wage, etc.) and intrinsic benefits (self-satisfaction from job accomplishment) fail to satisfy individuals' needs, those officers who can, especially those better educated men, will seek alternative employment opportunities, sometimes even leaving law enforcement to do so.

CHART B-1: THE RELATIONSHIP OF TURNOVER TO EDUCATION

(BASED ON A SAMPLE OF POLICEMEN AND DEPUTIES IN 50 CITIES AND COUNTIES)



PART FOUR - TURNOVER

The response to this part of the survey questionnaire was the same as the response to Part Three, Education, being very small and statistically insignificant. Again, most of the departments replied that the requested information was not available.

This lack of response to Parts Three and Four, when compared to the relatively heavy response to Parts One, Two and Five, allows the following observations to be fairly drawn:

1. The departments do not maintain adequate records of employee education and turnover.
2. The departments that do maintain these records have not done so for a sufficient length of time to provide measurable information.
3. Municipal agencies (other than the departments) may or may not keep such records, but if they do, the departments find that the information is not readily available, is too hard to obtain or was not worth obtaining.
4. Parts Three and Four of the survey were not intelligible.

The measurable information that was obtained for this part of the survey is shown below on two charts.

Chart B-2 compares the turnover rate of law enforcement personnel by cities of four population groupings.

Chart B-3 compares the turnover rate of law enforcement personnel by major geographical regions.

CHART B-2 : TURNOVER RATE FOR FOUR POPULATION GROUPINGS IN 66 CITIES

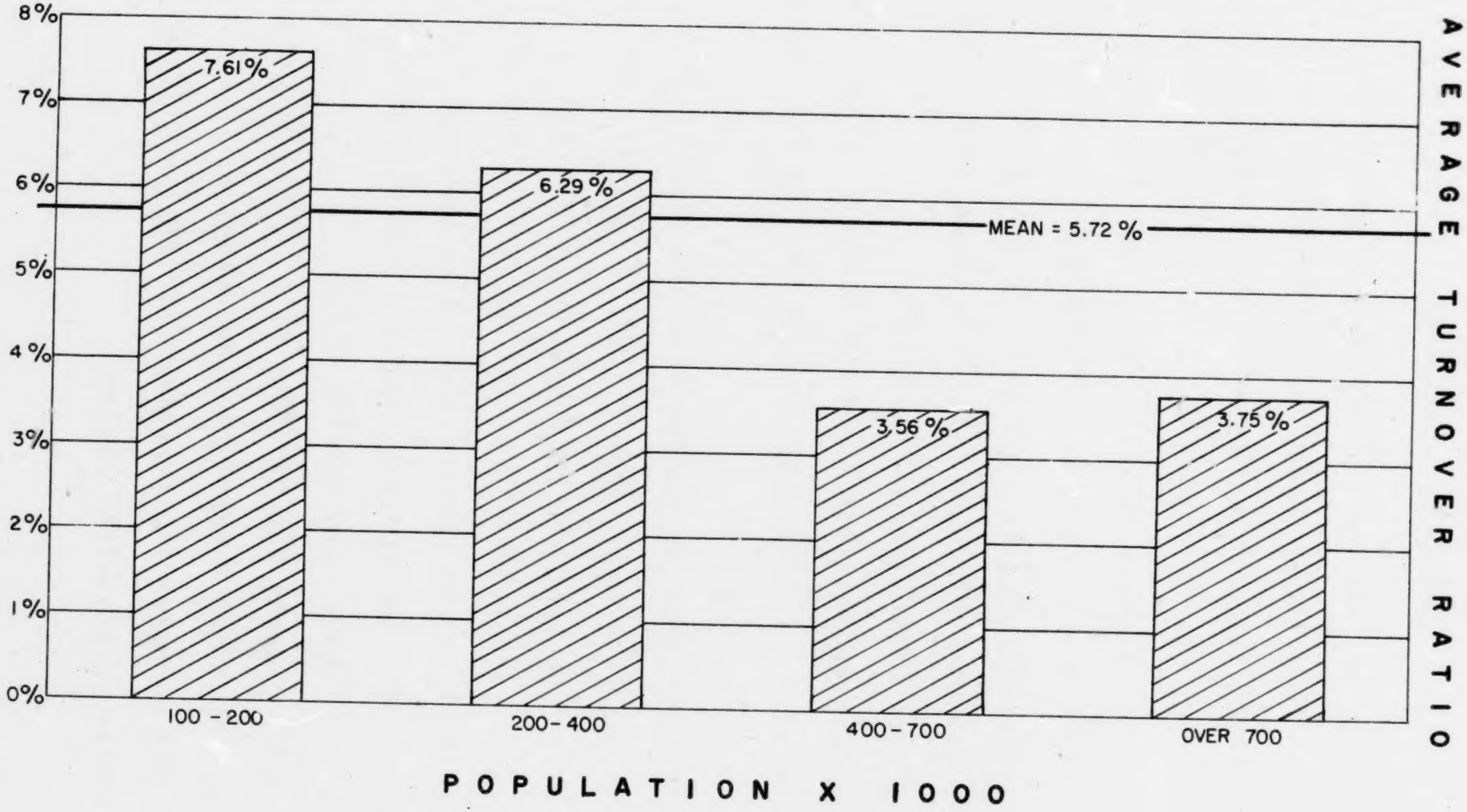
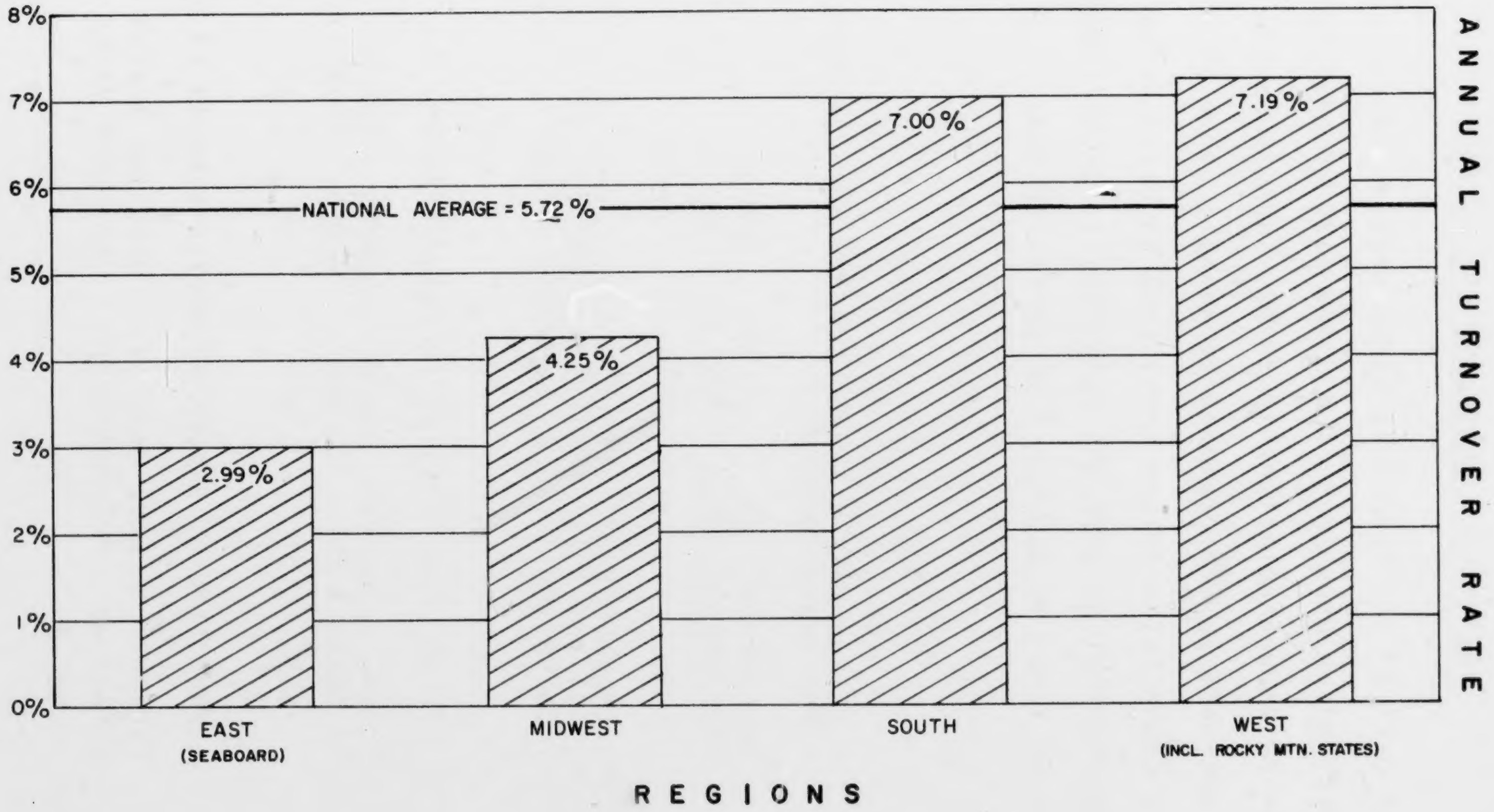


CHART B-3 : REGIONAL TURNOVER RATE



PART FIVE - PERSONNEL EVALUATION

This part of the report is structured on total response and not by population groupings; i.e., the size of municipal populations has no direct relationship to the techniques and methodologies used to evaluate law enforcement personnel. Also in this part the questions shown below follow their same numbered appearance in the survey questionnaire, with the respondents' answers being displayed in narrative form, in tabular form or in the form of comparative analysis.

Question 1: DO YOU HAVE A FORMAL PERFORMANCE EVALUATION SYSTEM FOR SWORN PERSONNEL?

Answer 1:	Responding Departments	Do Have	Do not Have	Percent Have
	96	85	11	88.5*

*Not a useful measurement. Several departments were (1) revising the system, (2) not using the system, and (3) using the system but without accepting it as an accurate method for evaluating personnel.

Question 2: IF SO, HOW OFTEN IS INDIVIDUAL RATED?

Answer 2: (82 RD*)	6 mos. or less	Approx. 6 mos.	Approx. 9 mos.	Approx. 12 mos.	Approx. 24 mos.	Months Average
	4	25	2	50	1	9.8

Question 3: WHAT TYPE OF RATING OR REVIEW PROGRAM IS USED?

Answer 3: (85RD)	Personal Traits	Work Quality and Quantity	Work and Traits Qual. and Quan.	Goals and Objectives
	20	20	45	1

---

*Responding Departments

Question 4: WHO ?ERFORMS THE REVIEW OR RATING?

Answer 4: (85RD)	Immediate Supervisor Only	Immediate Supervisor plus Higher Review	Other Personnel	Percent by Immediate Supervisor
	66	13	6	77.6

Question 5: ARE RESULTS OF REVIEWS USED AS A TOOL FOR ADVANCEMENT?

Answer 5: (85RD)	Yes	No	Qualified
	58	27	*

*See Answer #6.

Question 6: IF "YES," HOW ARE THEY USED?

Answer 6: This question received few precise, easily measured answers. The departments using performance evaluations as a tool for advancement applied a number of different rating methodologies and techniques. Some attached a point or percentile value to the evaluation which later became a part of tht total score used in promotional review, with some of these values counting as high as 40% of the total points used for determining promotions, transfers and merit pay increases. Even the grading techniques themselves varied. Some ranged from a scale of 0-110; others from "unsatisfactory" to "excellent;" and some from "subject to dismissal" to "satisfactory."

Question 7: DO YOU PROVIDE BONUS OR INCENTIVE PAY FOR UNIQUE OR UNUSUAL WORK ASSIGNMENTS? IF YES, UNDER WHAT CONDITIONS (EXCLUDING EDUCATIONAL BONUSES)?

Answer 7: (55RD) Added compensation is provided by 55 departments for unique, unusual or hazardous work. Some of the departments also provided bonuses depending on size of department and population served and some for the number of square miles covered.

Table 7. Special or Added Compensation

Specialist Pay Within 55 Responding Departments	Number of Departments Providing Specialist Pay
Motorcycles	31
Helicopters (pilots)	11
K-9 Handlers	9
Investigation (Intelligence)	8
Detectives	7
Bomb	5
Helicopters (observers)	5
Vice	3
Community Relations	3
Scuba	2
Narcotics	1
Plainclothes	1
Mounted Police	1
Police Honor Guard	1
Investigation (Traffic Accident)	1
Dispatchers	1
Special Clothing for Plainclothesmen	1

Question 8: DO YOU HAVE ANY OTHER INCENTIVE OR BONUS PLANS TO ENCOURAGE YOUR SWORN PERSONNEL TO IMPROVE THEMSELVES ON THE JOB? IF YES, DESCRIBE.

Answer 8: The responding departments provided incentive pay for educational attainments in the varying amounts and for the different attainments tabulated below.

Table 8. Educational Incentive Pay Plans

On-The-Job Educational Attainment	Total Range in Dollars or Percent of Incentive Pay Increase (Added to Base) for All Responding Departments	
	Dollars	Percent
MA/MS Degree	$ Unspecified	0-12.5
BA/BS Degree	50-806	7.5-16.0
AA Degree	25-500	4.5-12.0
4 Years College (120 Semester Hrs.)	0-800	0- 7.5
2 Years College (60 Semester Hrs.)	0-400	0- 5.0
1 Year College (30 Semester Hrs.)	0-200	0- 2.5
Earned Credit in Law Enforcement Courses	1- 50	Unspecified
College Work, Law Enforcement Courses	(10 points added to promotional score)	
College Attendance	(Time off with pay)	
Police Certificates*	Varies with rank	5.0-10.0
Police Certificates Plus Years of Experience	Varies with rank	5.0-20.0
Police Certificates Plus Years of Experience Plus AA Degree	Varies with rank	5.0- 7.5
Pistol Scores	(Bonus in lieu of educational incentive)	

---

*Police Certificates earned or awarded in the following categories: Basic, Intermediate, Advanced, Supervisorial, Police-Community Relations.

Question 9: DO YOU HAVE AN EDUCATIONAL REIMBURSEMENT PROGRAM AVAILABLE FOR THOSE WHO DESIRE TO INCREASE THEIR EDUCATIONAL BACKGROUND? IF YES, WHAT PERCENT DOES THE DEPARTMENT PAY?

Answer 9: (71RD)

Amount of Reimbursement	Number of Departments	Percent of Responding Departments
All (or 100%)	10	14.2
Less than 100%	19	26.7
Funded by LEEP only	24	33.8
Funded by combination of department, County or LEEP	18	25.3

Question 10: DOES YOUR DEPARTMENT HAVE A COMPLETE SET OF POSITION SPECIFICATIONS FOR ALL SWORN PERSONNEL (E.G., SEPARATE SPECIFICATIONS FOR VICE OFFICER, MOTORCYCLE OFFICER, ADMINISTRATIVE OFFICER, ETC.)? WHERE ARE THE SPECIFICATIONS KEPT AND MAINTAINED (E.G., PERSONNEL BUREAU, STATION, OTHER)? ARE THEY PERIODICALLY UP-DATED BY YOUR DEPARTMENT? IF YES, WHEN?

Answer 10: Departments having complete position specifications: 52 (answer includes departments stating that "descriptions are by rank or title only.").

Position Specifications were kept and maintained by:

	Number
Personnel Bureau	39
Station	9
Personnel Department and Station	3
Planning Department	1
Research Department	1
Budget Department	1

Position Specifications were up-dated:

As required	42
Annually	2
Not up-dated	9

Question 11: HOW ARE YOUR SWORN PERSONNEL MADE AWARE OF PROMOTIONAL OPPORTUNITIES WITHIN THE DEPARTMENT?

Answer 11: Sworn personnel are informed of the opportunity for promotion within the department by:

Answer 11 (cont'd):

	Number
Formal Civil Service Announcement	35
Station Bulletin Board	38
Department General Orders	11
Roll Call	7
Grapevine	7

Question 12: HOW ARE YOUR SWORN PERSONNEL MADE AWARE OF JOB OPENINGS ELSEWHERE WITHIN YOUR DEPARTMENT?

Answer 12:

Formal Civil Service Announcement	34
Station Bulletin Board	38
Department General Orders	11
Roll Call	7
Grapevine	6
Personal Contact	1

Question 13: DO YOU HAVE A FORMAL SYSTEM OF JOB ROTATION? IF YES, INDICATE METHOD AND LEVELS OF PERSONNEL INVOLVED.

Answer 13: There were 17 departments with a formal system for job rotation. The methods and levels of personnel involved included:

	Number
All personnel periodically	3
Lieutenants and below	1
Sergeant only	4
Patrolmen	3
Traffic	1
Other	3
Every 6 months on request	1
Career Path System (not described)	1

Question 14: WHAT IS THE CRITERIA FOR SELECTING A LINE LEVEL OFFICER IN YOUR ORGANIZATION FOR A SPECIALIZED FUNCTION SUCH AS HOMICIDE, BURGLARY, ETC.?

Answer 14: Criteria used to select a line level officer for specialized functions include:

Answer 14:
(Cont'd)

	Number
Officer's Personal Record	23
Experience	19
Aptitude and Performance	16
Interest	2
Desire and Ability	10
Promotional Examination Evaluation Score	12
Evaluation Panel (Superiors)	2
Selection by Commanding Officer or Higher Authority	18
Seniority	1
Attitude	1
Oral Interviews	2
Combination of Above	25
By Intuition	1

Question 15: HOW DOES THE OFFICER GO ABOUT APPLICATION FOR TRANSFER TO ANOTHER BUREA, UNIT, DIVISION, STATION, ETC.?

Answer 15:

	Number
Formal "Request for Transfer" System	55
Written Request (through Command Chain)	5
Written Request (combined with oral score and examinations)	1
Inter-office Memorandum	6
Letter to Personnel Bureau (direct)	2
Personal Interview	2
Letter to Chief (direct)	2
Miscellaneous: Letters Memos Word of mouth	10

Question 16: DO THE VARIOUS UNITS COMMUNICATE DEPARTMENT-WIDE WHEN THEY ARE IN NEED OF A PERSON(S) TO FILL A POSITION?

Answer 16: Personnel are informed of open job positions in 49 of the departments by the following methods:

	Number
Division or Department Staff Meeting	6
Special Bulletin	5
Grapevine; Word of Mouth	5
Formal General Order Announcement	3
Job Posting	2
Roll Call	2
Combination of Above	28

Question 17: ARE YOUR DEPARTMENT'S SWORN PERSONNEL REPRESENTED BY A UNION OR OTHER EMPLOYEE BARGAINING AGENCY? EXPLAIN PROCESS.

Answer 17: There were 2 departments whose sworn personnel were represented by an external labor organization (UAW-CIO). The other responding departments had internal labor representation, with some of these having formal contracts containing binding arbitration provisions and/or requiring negotiations with City or County Government.

Question 18: DOES YOUR DEPARTMENT HAVE A FORMAL EMPLOYEE DEVELOPMENT PROGRAM FOR SWORN PERSONNEL AT ALL LEVELS OF THE ORGANIZATION? EXECUTIVE LEVEL? SUPERVISORY? PATROLMEN/ DEPUTY LEVEL?

Answer 18:

Responding Departments	Departments with Formal Employee Development Programs	Percent
96	26	27.1

Personnel levels within 26 departments:

All Levels	Patrolmen Only	Supervisory Only
19	2	5

Question 19: DO YOU HAVE AN AUTOMATED DATA PERSONNEL SYSTEM? DO YOU FEEL IT PERFORMS TO ALL YOUR NEEDS? GIVE MAKE AND MODEL NUMBER OF COMPUTER.

Answer 19:

Departments With Automated Data Personnel System	System Met All Department's Requirements	System Did Not Meet Department Requirements
24	11	13

Table 9. Computer Make and Model

Computer Make and Model	Number of Sworn Personnel Served	Size of Population
(Where system met all department requirements)		
NCR 500	195	125,000
IBM 360/40	310	164,000
Not Identified	503	239,000
Not Identified	548	251,000
GE 427	598	368,000
RCA	982	452,524
IBM	1225	520,000
Not Identified	1652	520,000
IBM 360/40	2817	647,000
IBM 360/155	4972	765,510
IBM 360/40	5420	1,512,893
(Where system did not meet departments requirements)		
IBM 360/30	212	110,000
Not Identified	221	114,000
Not Identified	194	165,000
IBM 370/155	385	276,000
IBM 360	681	292,000
NCR 100	795	335,000
IBM 360/70	647	397,000
IBM III	754	528,865
IBM 370/155	1303	550,000
IBM/360/50	2222	622,000
IBM 360/50	1358	645,662
NCR 200	1023	735,000
IBM 360/40	30,552	7,867,760

Question 20: DO YOU HAVE ANY TYPE OF FORMAL PERSONNEL COUNSELING PROGRAM OTHER THAN RATING OR PERFORMANCE EVALUATION FOR SWORN PERSONNEL? IF YES, WHAT DOES IT ENCOMPASS (E.G., RETIREMENT, CAREER DEVELOPMENT, EDUCATIONAL ADVANCEMENT, ETC.)?

Answer 20: Nine departments (or 10.0 percent) of the 94 responding departments had formal personnel counseling programs. These nine provided the following information:

Answer 20:

Population	Sworn Personnel	Counselor	Encompasses
113,000	191	Not Stated	Not Stated
175,000	276	Personnel Dept.	Not Stated
239,000	503	Not Stated	Career and Educational Development
262,933	406	Personnel and Training Dept.	Not Stated
520,000	1225	Not Stated	Psychiatric problems, Marital, Retirement, Education
735,000	1023	Not Stated	Not Stated
905,480	3424	Not Stated	Not Stated
1,512,893	5420	Personnel Affairs Unit	Not Stated
7,867,760	30,552	Career Development	Promotional Courses, Retirement, etc.

Question 21: DO YOU EMPLOY ON A PERMANENT BASIS NON-SWORN OR CIVILIAN PERSONNEL IN KEY JOBS OR POSITIONS THAT WERE NORMALLY PERFORMED BY SWORN PERSONNEL IN THE PAST?

Answer 21: Non-sworn or civilian personnel are employed by 66 departments for work previously performed by sworn personnel as tabulated below for the positions listed.

Table 10. Civilian Personnel Usage/Position

Position or Function	Departments Using Civilians
Communications	23
Dispatchers	19
Records Control	19
Community Relations	11
Identification (technical)	10
Jailers	10
Criminologists	10
Traffic and Parking Control	10
Research, Planning and Development	10
Fiscal Budget Control	7
Data Processing	5
Photography	4
Miscellaneous	3
Personnel Department	
Training Personnel	
Labor Relations	
Matrons	
Bailiffs	

Question 22: DO YOU PROVIDE LATERAL ENTRY INTO JOBS FROM OTHER LAW ENFORCEMENT AGENCIES?

Answer 22: Twelve departments provide lateral entry into positions at the patrolman level only, and then certain requirements must be met. These requirements include years of experience, completion of specialized police certified course programs, or experience plus specialized police certified course programs.

Question 23: LIST IN RANK ORDER THE FIVE MOST IMPORTANT EMPLOYEE PROBLEMS FACING YOUR DEPARTMENT TODAY.

Answer 23:

Departments With No Problems or Needs	Departments With Problems and Needs	Percent With Problem/Need
23	73	76.0

NOTE: The 73 departments with problems and needs were located in municipalities of all sizes, and were not confined to a region or area of the United States.

Table 11. Needs (In Order of Priority)

Need	Rank	Percent
A sound employee training or development program	1	42
Qualified applicants	2	21
Modern Equipment, facilities and up-dated law enforcement art	3	14
Improved community relations	4	12
Qualified minorities	5	6
Miscellaneous:	6	5
Budget increase		
Seniority de-emphasis		
Less stringent residency laws		
Improved safety measures		

Table 12. Problems (In Order of Priority)

Problem	Rank	Percent
Employee Compensation and Benefits not attractive	1	43
Lack of good supervision	2	11
Lack of good internal communications	2	11
Miscellaneous: City Government interference Antiquated Civil Service procedures Corruption	2	11
Morale (Esprit de Corps)	3	8
Collective Bargaining	4	6
Recent court decisions	5	4
Poor working conditions	6	3
Turnover	6	3

Question 24: DOES YOUR DEPARTMENT OPERATE UNDER THE MERIT SYSTEM?

Answer 24:

Responding Departments	Merit Systems Based on "Merit"	Merit Systems Based on "Other"*
96	9	87

*Other includes merit systems tied to Civil Service procedures (Automatic on-grade or step increases), yearly increases given to all personnel and other automatic or customary progression plans not based on merit, ability and capacity as weighed individually against the peer group.

Question 25: WHAT DO YOU PERCEIVE "EMPLOYEE DEVELOPMENT" TO BE?

Answer 25: The respondents' interpretation of what is meant by "Employee Development" yielded four major concepts within the consensus, or composite, answer:

1. Better community environment will result from employee development.
2. Public will benefit from a more positive law enforcement that is produced through employee development.
3. Employee job satisfaction will increase with the fulfillment of his potential through development.
4. The talents and abilities of the individual will be used more effectively if his development is tied to a programmed and planned system of education, proper placement and advancement.

APPENDIX "C"

POSITION SPECIFICATIONS
TASK FORCE MANUAL

INTRODUCTION

A Position Specification Catalog is being developed as part of the research program reported in this publication. Upon completion, this catalog will contain a comprehensive and complete job description--including the qualifications needed to fill each job--for every unique position in the Department from Deputy I to Division Chief.

The catalog is designed to serve as a guide for career planning, career counseling and budgeting. Being the first of its kind, it can also serve as a national model for other law enforcement agencies.

In developing the catalog, task forces representing every Division have been organized to collect the required data. Although the commitment of each member of the task forces will not be time consuming, as only three meetings are believed to be necessary, the individual member is required to complete these three tasks on behalf of his Division:

Task One: Identify by Position Title all unique job functions within each Division from Detective Sergeant through Division Chief. Position Titles have already been defined for Deputy positions I through IV.

Task Two: Distribute and collect two completed Position Questionnaires for each of the defined positions within your Division from Deputy I through Division Chief.

Task Three: Edit and approve all Position Specifications drafted from the questionnaires by the Career Development Bureau.

The various steps that must be taken by the task forces in accomplishing the above three tasks are described in this task force manual. In that context, this manual is thus a handbook for the development of a Position Specification Catalog.

OUTLINE OF CONTENTS (MANUAL)

I. Introduction
    Model Career Development Bureau Catalog

II. Task I
    Instructions for Task I
    Position Title List
    Sample Memo from Division Chief to Bureau Commanders
    Deputy I-IV Position Titles

III. Task II
    Instructions for Task II
    Sample Questionnaire
    Unit Commander's Letter
    Sheriff's Bulletin
    Instructions to Unit Commander

IV. Task III
    Instructions for Task III
    Conclusion

MODEL CAREER DEVELOPMENT BUREAU CATALOG

POSITION SPECIFICATIONS
CAREER DEVELOPMENT BUREAU
ADMINISTRATIVE DIVISION

First Edition

Los Angeles County Sheriff's Department
Peter J. Pitchess, Sheriff

POSITION SPECIFICATIONS CATALOG

This catalog is the first step toward providing a complete catalog of position descriptions, qualifications, schedules and demands for each unique position in the Sheriff's Department. It is estimated that there are approximately 400 individual and unique positions at various levels and units within the Department.

The position descriptions contained herein are the product of a pilot project within the Career Development Bureau. The method used to gather information was an intensive position analysis study of all positions with regard to their overall functions and responsibilities.

This format will be used as a guide in preparing similar descriptions for all other positions within the Department. The basic format is geared toward the factor-comparison method of job evaluation.

The factor-comparison technique lends itself to numerically categorizing all positions based on an evaluation of such job factors as: mental skill, education, experience, cost responsibility, supervision, working conditions, confidential information, occupational hazards and contacts.

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CAREER DEVELOPMENT BUREAU

HEADQUARTERS UNIT

BUREAU COMMANDER - CAPTAIN
HEADQUARTERS
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Interprets and executes the policies and procedures of the Department relating to Career Development. Through subordinate supervision, develops, installs, and maintains a realistic Career Development program for the Los Angeles County Sheriff's Department.

DUTIES:

- Directs and supervises the Bureau to develop the objectives of a Career Development program affecting Departmental personnel.
- Must be able to recognize the need for a continuous program of Career Development and provide through subordinates, the necessary tools to implement the program.
- Directs and supervises all units or sections that comprise the Career Development Bureau. Insures that each unit or section promotes, develops and implements new concepts and technology applicable to the positive development of individuals on the Department.
- Enhances the overall image of the Los Angeles County Sheriff's Department in his relationship with other law enforcement agencies, local, regional and on a national level. Maintains rapport with LEAA and monitors where Federally funded projects are involved.

RELATED DUTIES:

- Develops and initiates the Bureau budget.
- Proposes and develops proper utilization of manpower models that will improve the overall efficiency of all individuals; secures necessary funding from appropriate sources when required.

QUALIFICATIONS:

Should possess a B.A. or B.S. Degree from an accredited university or college in Personnel Management or Public Administration. A minimum of five years general experience in several Divisions of the Department and a minimum of one year's experience supervising in an administrative, research or planning capacity is desired.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
Frequently required to attend after hour meetings, sessions or seminars.
A County vehicle is provided in this position.

ADMINISTRATIVE SERGEANT
HEADQUARTERS
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Supervises the planning, development, implementation and staffing of Career Development activities under the direction of the Bureau Commander.

DUTIES:

- Supervises the planning, development and implementation of programs for the Bureau Commander. Advises and assists the Bureau Commander in his activities.
- Supervises the Bureau secretaries and Corrections Officer in the performance of their duties.
- Coordinates the transfer of personnel within the Bureau and to other activities within the Administrative Division.
- Coordinates and supervises the Administrative Division selection process.
- Serves as Bureau Employee Relations Liaison Officer.

RELATED DUTIES:

- Maintains responsibility for the preparation of all intra-Bureau activity reports; compiles, performs analysis, disseminates data and prepares correspondence related to Bureau activities.
- May represent the Bureau Commander in the performance of his tasks.

QUALIFICATIONS:

An A.A. Degree with current enrollment toward higher education is desirable. Minimum of five years experience in general law enforcement work with prior administrative experience would be beneficial.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

SPECIAL PROJECTS SERGEANT
HEADQUARTERS
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Acts as staff to the Bureau Commander and supervises all activities involved in the area of project research when the project does not fall within the specific responsibility of individual sub-units.

DUTIES:

- Responsible for handling projects that do not fall within the area of responsibility of a particular Bureau unit.
- Coordinates and participates in the task force approach to develop solutions for Bureau problems identified by ranking personnel.
- Maintains responsibility for the Bureau training program.
- Prepares briefs of governmental reports for ranking personnel.
- Responds to requests for information from Departmental personnel and citizens.
- Provides background data and research for Bureau meetings.

RELATED DUTIES:

- Keeps the Bureau Commander informed regarding the status of various projects.
- Acts as liaison between the Career Development Bureau and other Departmental units.
- Represents the Bureau Commander and assists the Administrative Sergeant as required.

QUALIFICATIONS:

An A.A. Degree or its equivalent plus current enrollment directed toward a Bachelor's Degree is recommended. Five years of law enforcement experience with three different Division assignments and at least one year in Patrol is preferable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally. On call as needed.
A private vehicle is required (mileage reimbursed).

CAREER MANAGEMENT UNIT

UNIT LEADER - LIEUTENANT
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Directs and supervises the research, planning development and implementation of Career Development programs through subordinate personnel.

DUTIES:

- Directs and supervises the management of Federal grants.
- Initiates and contributes to the research and design of Career Development research projects.
- Directs and supervises outside consultants and technical advisors. Manages the work assignments of personnel, consultants and technical advisors.
- Meets with various government officials concerning monitoring, reviewing and auditing Federally granted programs.
- Makes necessary public appearances to publicize Career Development research projects being developed by the Department.
- Trains newly assigned personnel in work techniques associated with their particular duties.
- Monitors progress of unit projects and prepares reports for executive personnel.
- Edits unit publications.

RELATED DUTIES:

- Maintains positive communications with varied public and private business organizations and members of the academic community to keep current on Career Development related topics.

QUALIFICATIONS:

B.A. or B.S. Degree from an accredited college or university is necessary. Continued work toward an M.A. or M.S. Degree in the field of Business or Public Administration is preferred. Should possess a working knowledge of personnel systems design, work planning techniques, research techniques, administrative systems analysis

QUALIFICATIONS (Cont'd):

and problem solving, good knowledge of Department policies and procedures, an understanding of the Department culture specifically and law enforcement generally, familiarity with current and proposed personnel management techniques. A minimum of eight years experience in general law enforcement, including, but not limited to, patrol. A minimum of two years administrative experience is also preferred.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

ADMINISTRATIVE SERGEANT
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Plans, supervises and coordinates Career Management Unit projects which involve the implementation of a Departmental Career Development program.

DUTIES:

- Directs and supervises the development and maintenance of Departmental Position Specifications Catalog.
- Supervises and participates in the planning and design of a Departmental Automated Personnel Information System.
- Supervises and participates in the research and development of a Departmental Career Counseling program.
- Plans and participates in the design and development of special programs which will aid in personnel development or provide increased employee services.
- Coordinates all unit work, including special projects with other Bureaus and other County Departments affected by or interested in Career Development programs.
- Directs current grant activities and maintains liaison with grant consultants and administrators from both LEAA and CCCJ.
- Develops and participates in lectures, seminars and other presentations on Career Development; including a regularly scheduled presentation to every Sergeant's Supervisory Training class given at the Academy.
- Schedules and supervises all training courses, seminars, etc., for unit personnel.
- Directly and functionally supervises both unit program development Sergeants and Deputies.
- Interviews and processes requests for new personnel in conjunction with the Unit Commander.
- Coordinates all unit plans, projections, progress reports and the unit budget.

RELATED DUTIES:

- Maintains a working knoweldge of all unit and Bureau activities and assumes command of the unit in the absence of the Unit Commander (Lieutenant).
- Represents the Bureau and the Department by attending meetings and participating on task forces as needed to further program activities.
- Communicates with all levels of Department and County administrators and managers in order to clarify issues necessary in doing completed staff work.

QUALIFICATIONS:

An A.A. Degree with current work toward a B.A. or B.S. in Business or Public Administration plus five years Departmental experience with one year prior experience in an administrative position is desired. Additionally, an understanding of systems design, computer capabilities and program planning is beneficial in this position. The ability to conceptualize new programs and ideas, plus the ability to write and verbalize those thoughts are required skills of this position.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A great deal of overtime may be required in this position.
A private vehicle is required (mileage reimbursed).

PROGRAM DEVELOPER - SERGEANT
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Conceptualizes and researches a multiplicity of programs directed toward utilizing the employee's optimum performance by assisting him in reaching his highest potential.

DUTIES:

- Develops the technical aspects of programs designed to facilitate the improvement of organizational effectiveness and provide the employee with tangible opportunities to achieve his personal goals.
- Cultivates and utilizes all forms of communication with the LEAA and other governmental agencies relevant to the funding of Career Development programs.
- Composes requests for funds, contractual changes, and other classificational correspondence necessary to fulfill grant commitments.
- Generates and expedites contracts for consultants and/or technical advisors.
- Authors and publishes a variety of technical assistance manuals for distribution to law enforcement agencies nation-wide.
- Supervises, instructs and confers with Deputy personnel relative to the achievement of task assignments.
- Maintains pertinent records and contemporary data relative to the developmental stages of various parameters within the overall Career Development program.
- Cultivates and maintains rapport with other facets of the Department, other law enforcement agencies and the academic community.
- Responds to requests for information and assistance from other law enforcement agencies on an international scale.
- Provides necessary feedback information to Bureau Commander in matters related to progress of programs or other pertinent subject matter.

RELATED DUTIES:

- Researches and prepares information to be presented at monthly Bureau meetings.
- Prepares and delivers speaker presentations to inter/intra Departmental personnel regarding the functions and purpose of the Bureau.
- Interviews and evaluates prospective applicants for positions within the Administrative Division and the Bureau.

QUALIFICATIONS:

An A.A. Degree with current work toward a B.A. Degree in Business or Public Administration is desirable. The ability to identify needs and conceptualize solutions is essential. A minimum of five years general law enforcement and at least one year's experience in an administrative capacity is preferred.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
Position may demand considerable overtime periodically.
A private vehicle is required (mileage reimbursed).

PROJECT MANAGER - SERGEANT
PHYSIOLOGICAL FITNESS STANDARDS RESEARCH PROJECT
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Monitors and coordinates the joint activities of the Occupational Health Service, Physiological Fitness Research staff and this Department with regard to Physiological Fitness grant activities in an effort to develop valid standards of physiological fitness for law enforcement officers nationally.

DUTIES:

- Supervises sworn and civilian personnel assigned to the project.
- Monitors and supervises grant activities to assure that contract requirements are met.
- Maintains liaison with LEAA and local governmental agencies relative to the Physiological Fitness Standards research.
- Prepares budget requests, contract changes and other special requests as they pertain to the grant contract.
- Develops new concepts and ideas in the general area of Physiological Fitness which may benefit law enforcement on a local or national level.
- Is responsible for the requisition and processing of all grant expenditures.

RELATED DUTIES:

- Attends meetings, seminars, etc., relative to Physiological Fitness.
- Drafts written requests to the CAO for budget alterations and consultant contracts.
- Supervises and coordinates the final publication of research findings.

QUALIFICATIONS:

An A.A. Degree or its equivalent with emphasis on continued formal education in Public Administration with specialized courses in

QUALIFICATIONS (Cont'd):

Psychology, Statistics and Technical Writing is desired. Five years Departmental experience with prior patrol and administrative assignments is essential.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

LIAISON DEPUTY III
PHYSIOLOGICAL FITNESS STANDARDS RESEARCH PROJECT
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Coordinates and implements the scheduling operations between the Occupational Health Service, Physiological Fitness Research staff and the Patrol personnel involved in the Physiological Fitness Standards Research Project.

DUTIES:

- Coordinates scheduling of Deputy personnel involved in the research.
- Maintains liaison with personnel at each of the Patrol stations with regard to grant activities.
- Initiates correspondence, budget requests and other special requests pertaining to the research.

RELATED DUTIES:

- Researches and reviews current studies and articles relating to Physiological Fitness.
- Attends meetings and seminars concerning Physiological Fitness.

QUALIFICATIONS:

An A.A. Degree is desired with emphasis on continued formal education. Four years Departmental experience with prior patrol and administrative assignments would be of benefit.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

PROJECT LEADER - DEPUTY IV
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Leads and supervises research, planning and implementation of various Career Development programs.

DUTIES:

- Directs Research Deputy personnel in the design and implementation of improved personnel systems; e.g., job rotation, Career Counseling, computerized personnel record systems, Position Specifications Project, etc.
- Writes applications for grants-in-aid to finance new programs directed toward job enrichment and development. Prepares interim and final progress reports to various funding bodies to account for funds spent.
- Keeps current on advances in administration, personnel and other fields which affect the project. Frequently deals with experts at local, State and Federal levels and private and public business organizations to accomplish the program.

RELATED DUTIES:

- Initiates correspondence, progress reports, statistical data and other pertinent information on matters concerning the project.
- May be called upon to make verbal and written presentations to Department executives to explain or clarify questions about the project.

QUALIFICATIONS:

An A.A. Degree and the ability to write effectively and make oral presentations is highly desirable. Prior patrol experience and knowledge of contemporary personnel systems is preferred.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

RESEARCH DEPUTY - DEPUTY III
CAREER MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Conducts research and feasibility studies directed toward the design and implementation of Career Development systems.

DUTIES:

- Develops detailed reports, recommendations and plans for job enrichment systems.
- Initiates periodic progress reports and other correspondence to grant funding bodies, Federal agencies and Department executives.
- Keeps current on advances in administration, personnel and other fields which may affect the project. Frequently deals with experts on local, State and Federal levels, private and public organizations to gather information of value for the project.

RELATED DUTIES:

- Works closely with representatives of Division Chiefs to coordinate the implementation of various Career Development projects.
- May be called on to make oral presentations explaining his efforts to various Departmental groups.

QUALIFICATIONS:

An A.A. Degree plus the ability to write effectively and make oral presentations is highly desirable. Prior patrol experience and knowledge of contemporary personnel systems is preferable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

GRANT MANAGEMENT UNIT

UNIT LEADER - LIEUTENANT
GRANT MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Develops and maintains proficiency in acquiring grant monies to finance new and innovative law enforcement programs.

DUTIES:

- Directs and supervises grant program management activities through unit personnel and administers presently funded programs.
- Acts as a criminal justice planning resource to protect the best interests of the Department by insuring our complete and thorough involvement in the overall criminal justice planning effort.
- Directs the development of new grant programs to advance the overall status of the Department.
- Contacts, coordinates and collaborates with other criminal justice agencies to further develop new concepts that will improve the criminal justice system.
- Makes public appearances to communicate the Department's overall objectives regarding grants-in-aid programs.

QUALIFICATIONS:

Should have a B.A. or B.S. Degree in Public Administration or Business Administration. Five years general law enforcement experience with an additional two years experience in an administrative, research or planning capacity is desired.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

ADMINISTRATIVE SERGEANT
GRANT MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Supervises the research, development, implementation of Federal grants and Departmental coordination of same.

DUTIES:

- Supervises grant programs within the unit, evaluates and reports progress toward satisfying current grant needs.
- Stimulates the development of individual ideas or concepts from unit personnel; solicits grant ideas and concepts from the Department's executives and seeks to provide funds to finance new programs.
- Coordinates with concerned personnel in the preparation and approval of contracts of funded programs.
- Provides staff expertise to Department members outside the unit who are involved in the grant system.
- Provides proper liaison with other County departments to insure a systematic coordinated effort with respect to Federal grant programs.

RELATED DUTIES:

- Collects and studies data pertaining to grant programs received from local, State and Federal sources; corresponds with various agencies to obtain new ideas or concepts regarding grant program administration.

QUALIFICATIONS:

Should have an A.A. Degree with current work directed toward a B.S. or B.A. Degree and three years experience in general law enforcement with an additional year in an administrative capacity.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

GRANT PROJECT LEADER - DEPUTY IV
GRANT MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Develops, coordinates and monitors the installation of Federally funded programs within the Department.

DUTIES:

- Develops and verifies financial data with which grant budget estimates can be justified and verified; monitors funding process to facilitate the acquisition of funds. Secures funds for grant programs and provides Departmental representation throughout the funding process; assures that contractual, fiscal and program requirements are met.
- Maintains current knowledge of available funding sources, procedures and processes by establishing and maintaining rapport with individuals responsible for funding process.
- Solicits ideas or concepts from within Department which could lend themselves to grant applications; assists in finding ways to expand upon existing grant programs.

RELATED DUTIES:

- Reviews and evaluates data and submits status reports in connection with the above duties to concerned Department administrators.
- Maintains a library of current literature, data, etc., as it pertains to criminal justice systems and grants-in-aid procedures.

QUALIFICATIONS:

An A.A. Degree and current work directed toward a B.A. or B.S. Degree in the field of Business or Public Administration would be desirable. Three years general law enforcement experience with an additional year in the area of administration, research or planning is desired.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

GRANTSMAN - DEPUTY III
GRANT MANAGEMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Researches, develops and produces new grant proposals. Coordinates on-going grant programs through project managers and the Office of Business Management.

DUTIES:

- Develops and produces grant applications to include justification and financial details such as budget requirements and contracts.
- Analyzes and reviews all criminal justice material which could affect Department policy.
- Acts as a resource specialist throughout the Department in the area of grant proposals.
- May provide technical assistance to other law enforcement agencies on local, State or national level in the field of grant proposals.
- Monitors the grant processes of the County, Region, State and the Federal government.

RELATED DUTIES:

- Maintains records and pertinent data relative to grant programs.
- Acts as liaison with other County departments concerning Departmental grants.

QUALIFICATIONS:

An A.A. Degree with current work directed toward a B.A. or B.S. Degree in the field of Business or Public Administration is desired. Three years experience in general law enforcement plus some experience in the area of general administration, research and planning would be beneficial.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

HEALTH AND WELFARE UNIT

UNIT LEADER - SERGEANT
HEALTH AND WELFARE UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Supervises all employee service functions within the Health and Welfare Unit.

DUTIES:

- Supervises such employee services as health, welfare and retirement.
- Keeps apprised of all changes in labor code, Workmen's Compensation laws, Retirement, Civil Service, Salary Ordinance and Administrative Code.
- Maintains liaison with other Divisions, other County departments, outside agencies and organizations concerned with employee welfare and benefits.
- Maintains liaison with doctors and hospitals to insure employees are receiving maximum benefits.
- Maintains records and data related to budgeting needs for the unit.
- Initiates, develops and implements Department publicity as it pertains to Health and Welfare benefits.

RELATED DUTIES:

- Interviews prospective applicants for positions in the unit.
- Prepares evaluations of assigned personnel.

QUALIFICATIONS:

Should have an A.A. Degree and be currently enrolled toward a B.A. or B.S. Degree majoring in the Humanities. Courses in Business Management, Counseling, Psychology or the equivalent would be desirable. Ten years or more of diversified law enforcement is highly desirable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
However, must be available for emergency service at any time.
A private vehicle is required (mileage reimbursed).

FIELD COORDINATING DEPUTY - DEPUTY IV
HEALTH AND WELFARE UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Coordinates and implements health and welfare services available to Departmental personnel.

DUTIES:

- Provides assistance and aid to relatives in cases where serious injury or illness affects a member of the Department or a member of his family.
- Processes all industrial injury reports to insure maximum benefits for personnel.
- Maintains liaison with personnel off work in both industrial and non-industrial cases.
- Performs personnel counseling services in the areas of retirement, health insurance, civil service rules, codes and regulations, salary ordinances, etc.
- Counsels and refers to proper authorities, agencies, etc. in cases of financial, marital or psychological problems.
- Lectures at the Academy and conducts in-service training programs on subjects pertinent to all County benefit programs.
- Maintains liaison with Workmen's Compensation and State Compensation personnel to insure Department personnel are afforded optimum protection.
- Assists with the Safety Program. Maintains liaison with other Bureaus and units within the Division as well as other Divisions.
- Maintains liaison with other County departments and outside agencies; processes claims for reimbursement for damage to personal property.
- Acts as liaison between Unit Commanders and the Department of Personnel for medical re-evaluation and for personnel returning with limitations to duty; assists employees returning to duty with temporary and permanent limitations.
- Assists retiring employees to secure post-retirement positions; coordinates the County Blood Bank.

QUALIFICATIONS:

An A.A. Degree is desirable with current work directed toward a B.A. or B.S. Degree in the Humanities. Ten years of diversified law enforcement experience is desirable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
Must be available for emergency service at any time.
A private vehicle is required (mileage reimbursed).

LIAISON DEPUTY - DEPUTY III
HEALTH AND WELFARE UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Apprises Department personnel of all available educational programs; works with outside agencies to ensure the availability of classes, seminars, and conferences conducted at educational institutions and/or public or private industry.

DUTIES:

- Supervises the student worker and prepares correspondence to local colleges and universities.
- Maintains pertinent records and data related to on-going training programs.
- Researches and prepares data for the Board of Supervisors, the CAO and the Department of Personnel.
- Maintains liaison with other Bureaus and units within the Department.
- Coordinates outside training for Department personnel and publicizes educational programs throughout the Department.
- Processes training eligibility requests through channels for approval.
- Maintains training reimbursement functions and processes billing from the County to P.O.S.T.
- Processes the Veteran's Apprenticeship Program and maintains liaison with the Veteran's Administration.

RELATED DUTIES:

- Prepares the yearly budget request for Department educational benefits.
- Assists Field Coordinating Deputies in the performance of their duties.

QUALIFICATIONS:

An A.A. Degree or its equivalent is desirable with current work directed toward a B.A. or B.S. Degree in the Humanities. Five years of diversified law enforcement experience is desirable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
Must be available for emergency service at any time.
A private vehicle is required (mileage reimbursed).

LONG RANGE PLANNING UNIT

UNIT LEADER - LIEUTENANT
LONG RANGE PLANNING UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Facilitates and coordinates the long range planning function of the Los Angeles County Sheriff's Department.

DUTIES:

- Publicizes the concept of long range planning within the Department.
- Develops and maintains contact with the business, commercial and academic community relative to future trends that will impact (directly or indirectly) the Department.
- Directs and coordinates the activities within the unit; represents the Department at various seminars, institutes, committee meetings and other public affairs.
- Solicits intra-Departmental cooperation toward long range planning goals.
- Coordinates the activities of consultant firms contracted for under the Long Range Planning Grant. Continuously monitors the progress of the grant.
- Conducts research into the future needs of this Department in its relationship to society.

QUALIFICATIONS:

A B.A. or B.S. Degree in Business or Public Administration is desired with emphasis on courses in Urban and Regional Planning, Statistics, Accounting, Research and Planning. Six years Departmental experience with prior assignments in the Patrol and Administrative Divisions plus two years in any administrative position would be beneficial. The ability to communicate well both inter-personally and in writing and an extensive knowledge of Departmental organization and management is essential.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

ADMINISTRATIVE SERGEANT
LONG RANGE PLANNING UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Supervises and administers the completion of planning projects and assists the Unit Commander to effectively achieve the goals and objectives of the Long Range Planning Unit.

DUTIES:

- Directs research within the community to identify environmental and socio-economic trends which will have impact on future law enforcement; attends conferences, meetings and seminars to be knowledgeable on significant environmental and socio-economic conditions or trends having impact on law enforcement in general.
- Insures that contractual demands of long range planning grants are met.

RELATED DUTIES:

- Directs and participates in the development of Department planning activities.
- Maintains contact with public and private organizations and the academic community relative to Department planning activities.

QUALIFICATIONS:

An A.A. Degree with current work directed toward a B.A. or B.S. in Business or Public Administration plus five year's experience in general law enforcement with an additional year in an administrative capacity is desirable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

SPECIAL PROJECTS SERGEANT
LONG RANGE PLANNING UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Directly supervises Deputy personnel and coordinates the work flow between the Special Projects Section and the Long Range Planning Unit; assists the Unit Commander as needed.

DUTIES:

- Supervises sworn personnel assigned civilian consultants.
- Distributes and coordinates assignments within the Unit.
- Maintains records of pertinent data relative to previous and on-going projects.
- Prepares information for Bureau and Unit meetings, relative to special projects.
- Maintains liaison with other Departmental research and planning units.
- Provides pertinent feedback to the Bureau Commander in matters related to the progress of programs by personal observation, study and participation.

RELATED DUTIES:

- Interviews prospective applicants for positions within the Long Range Planning Unit and Career Development Bureau.
- Assists the Unit Commander in the selection of books, magazines and related reading material for the Unit.
- Prepares evaluations for personnel assigned to special projects.
- Initiates and prepares necessary correspondence, memos and other information relative to specific special projects.

QUALIFICATIONS:

An A.A. Degree with current work directed toward a B.A. or B.S. in Business Administration, Public Administration or Criminology plus five years experience in general law enforcement with an additional year in an administrative capacity is desirable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

PROJECT LEADER - DEPUTY IV
LONG RANGE PLANNING UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Conducts, coordinates and supervises research in areas relative to Departmental Long Range Planning and special projects.

DUTIES:

- Analyzes statistical and research data for use in preparing trends and forecasts for long range planning requirements.
- Prepares and coordinates the preparation of research reports based on research conducted and the information obtained.
- Acts as chairman of ad-hoc committees for accomplishing assigned projects. Assigns specific tasks to committee members.
- Works with consulting firms or technical advisors hired to perform specific, specialized functions. Directs their efforts through advice of particular needs.
- Edits and critiques reports prepared by other staff members.

RELATED DUTIES:

- Assists in the preparation of recommendations and reports regarding Department policy revisions as they may affect long range forecast conditions.
- Maintains knowledge of current planning methods, theories and general environmental factors that could affect law enforcement.

QUALIFICATIONS:

An A.A. Degree with current work directed toward a B.A. or B.S. in Business or Public Administration with emphasis on Personnel Management and Operations Research would be desirable. Four years general law enforcement experience is desirable.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

RESEARCHER - DEPUTY III
LONG RANGE PLANNING UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Conducts independent research to produce technical data pertaining to the Department's planning projects.

DUTIES:

- Conducts independent research in assigned areas of the Department in anticipation of their long-range planning need.
- Provides outside agencies such as consulting firms, technical advisors, etc., with statistics and related data in order to prepare long range planning reports.
- Prepares reports, correspondence and recommendations pertaining to Department policy amendments, revisions and their effect on long range forecast conditions; answers inquiries regarding specific Department long range plans.
- Coordinates expenditures of grant funds in conformance with CCCJ fiscal procedures.
- Interacts with consultants, outside agencies and technical advisors in program development.

QUALIFICATIONS:

An A.A. Degree with current work toward a B.A. or B.S. in liberal arts. Three years general law enforcement experience is desirable..

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

RECRUITMENT UNIT

UNIT LEADER - SERGEANT
RECRUITMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Directs and supervises the work efforts of Unit personnel in the implementation of programs designed to attract qualified applicants for employment on this Department.

DUTIES:

- Conveys the needs, opportunities and benefits of the Sheriff's Department to the community at large with special emphasis on those who qualify for the position of Deputy Sheriff.
- Develops and maintains a pre-employment interviewers school and coordinates efforts with the County Department of Personnel to insure the smooth functioning of oral interviewing process.
- Fills requests from other police and governmental agencies for oral interviewers as needed.
- Oversees this Department's responsibility to provide personnel for the pre-employment interviewing process.
- Keeps station personnel updated on progress of recruiting efforts.
- Reviews the Department's selection standards and interfaces with the County Department of Personnel to keep the standards updated to meet specific needs.
- Prepares and updates display material and literature consistent with the unit's need for routine recruitment presentations.
- Conducts in-service training for personnel assigned to the Recruitment Unit.
- Provides a satisfying work atmosphere conducive to efficient performance which allows for growth of individuals within the unit.

RELATED DUTIES:

- Prepares evaluations and appraisals of promotability of assigned personnel.
- Interviews prospective persons for positions within the Administrative Division.

RELATED DUTIES (Cont'd):

- Attends regular meetings of the Bureau Management Staff Council as the official Recruitment Unit representative.

QUALIFICATIONS:

An A.A. Degree is desired with current enrollment in pursuit of a B.A. or B.S. Degree. Two years patrol experience with some direct exposure to planning and administrative program development is desired.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

RECRUITMENT LEAD DEPUTY IV
RECRUITMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Coordinates the work efforts of Deputies assigned to the Recruitment Unit.

DUTIES:

- Conveys the needs, opportunities and benefits of the Sheriff's Department to the community at large with special emphasis on those who qualify for the position of Deputy Sheriff.
- Conducts the Department's recruiting efforts by making personal appearances and presentations to various groups within the community.
- Develops and maintains an interviewing manpower pool which provides interviewers for governmental and Departmental pre-employment oral interviews.
- Answers all written and telephonic inquiries pertaining to employment with the Department.
- Prepares press releases, radio and TV announcements, and Sheriff's Bulletins relative to recruitment occurrences.
- Prepares and maintains current display material and literature consistent with the unit's needs for presentations.
- Participates in Career Development Bureau research and task force projects.
- Disseminates recruitment literature to all Sheriff stations and units.
- Acts in the capacity of Unit Leader in his absence.

QUALIFICATIONS:

An A.A. Degree or current enrollment in an area college is preferred. A proficiency in Public Speaking, project coordination and written communications is desired. Three years general law enforcement experience including two years in patrol would be beneficial.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

RECRUITMENT DEPUTY III
RECRUITMENT UNIT
CAREER DEVELOPMENT BUREAU

POSITION SUMMARY: Attracts qualified candidates for employment on this Department by presenting the Department in a professional manner through public appearances and dissemination of information.

DUTIES:

- Conveys the needs, opportunities and benefits of the Sheriff's Department to the community with special emphasis on attracting qualified applicants for the position of Deputy Sheriff.
- Actively conducts the Department's recruiting efforts by making personal appearances and presentations to various groups within the community.
- Develops and maintains an interviewing manpower pool which provides interviewers for governmental and Departmental pre-employment oral interviews.
- Answers all written and telephonic inquiries pertaining to employment with the Department.
- Prepares press releases, radio and TV announcements and Sheriff's Bulletins relative to recruitment activities.
- Actively participates in Career Development Bureau research and task force projects.
- Disseminates recruitment literature to all stations and units.

QUALIFICATIONS:

An A.A. Degree or current enrollment in an area college is preferred. A proficiency in Public Speaking, project coordination and written communications is desired. Three years general law enforcement experience including two years in patrol would be beneficial.

SCHEDULE AND DEMANDS:

Schedule A - day shift normally.
A private vehicle is required (mileage reimbursed).

TASK I

INSTRUCTIONS FOR TASK I

The first task will be to compile a list of job titles for all distinctive positions within your Division between the ranks of Detective Sergeant and Division Chief. This list will closely parallel a similar list already developed for Deputy personnel. Taken together, the lists will identify all distinctive positions from Deputy I through Division Chief.

Whenever applicable, similar positions should be grouped under a shared position title. Distinctions between shifts, etc., should not be made unless the duties are substantially different. If no titles are known, refer to the appropriate units for any possible informal job titles already in use. In some cases it may be necessary to independently develop suitable titles descriptive of previously unnamed positions.

The following aids have been prepared to facilitate the completion of Task I:

Position Title List

Memo from Chief to Unit Commanders

List of Deputy Positions Previously Identified

These aids have been included to minimize your time commitment to this project and to insure uniformity of response.

In most cases it will be necessary to involve each of your Division's respective units. A sample memo from your Chief introducing Unit Commanders to your participation in this program has been prepared for your use or modification. Properly delegated, Task I could be completed almost entirely by respective units within each Division. In this situation the task will essentially be reduced to one of collecting lists and cancelling out any redundant titles.

POSITION TITLE LIST

POSITION TITLE LIST

DIVISION: ADMINISTRATIVE

INSTRUCTIONS

: PRINT your Position Title, e.g.; Bureau Commander, Education and Training Lieutenant, etc.

: PRINT your unit of assignment by Bureau, Unit, Office or Section, etc., e.g.; Research and Development Bureau, Advanced Planning Unit; or Office of Business Management, Accounting Section; etc.

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE: ______________________ RANK: __________

UNIT OF ASSIGNMENT: ______________________________

POSITION TITLE LIST

DIVISION: CIVIL

INSTRUCTIONS

: PRINT your Position Title, e.g.; Administrative Sergeant, Field Operations Lieutenant, etc.

: PRINT your unit of assignment by Section, Bureau, Court, etc. e.g.; General Services Section, Service and Enforcement East, etc.

POSITION TITLE: ______________________ RANK: ____________

UNIT/SECTION/BUREAU/COURT OF ASSIGNMENT: ____________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/SECTION/BUREAU/COURT OF ASSIGNMENT: ____________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/SECTION/BUREAU/COURT OF ASSIGNMENT: ____________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/SECTION/BUREAU/COURT OF ASSIGNMENT: ____________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/SECTION/BUREAU/COURT OF ASSIGNMENT: ____________________

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POSITION TITLE LIST

DIVISION: DETECTIVE

INSTRUCTIONS

: PRINT your Position Title, e.g.; Operations Lieutenant, Robbery Detail Lieutenant, etc.

: PRINT your unit of assignment by Detail, Unit, Bureau, etc., e.g.; Burglary Detail, Major Crimes Detail; Sex Crimes Unit, Detective Services Bureau, etc.

POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

____

POSITION TITLE LIST

DIVISION: JAIL

INSTRUCTIONS

: PRINT your Position Title, e.g.; Special Projects Lieutenant, Administrative Sergeant, etc.

: PRINT your facility of assignment by Unit, Detail, Facility, etc., e.g.; Inmate Reception Center, Central Jail; Jail Medical Section, Hall of Justice Jail; Jail Wards, Los Angeles County U.S.C. Medical Center, etc.

POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/FACILITY OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/FACILITY OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/FACILITY OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/FACILITY OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/FACILITY OF ASSIGNMENT: ______________________

____

POSITION TITLE LIST

OFFICE OF THE SHERIFF

INSTRUCTIONS

: PRINT your Position Title, e.g.; Administrative Aide, Operations Sergeant, etc.

: PRINT your unit of assignment by Bureau, Office, e.g.; Industrial Relations Bureau, Community Services, etc.

POSITION TITLE: ______________________________ RANK: ________________

BUREAU/OFFICE OF ASSIGNMENT: ____

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POSITION TITLE: ______________________________ RANK: ________________

BUREAU/OFFICE OF ASSIGNMENT: ____

____

POSITION TITLE: ______________________________ RANK: ________________

BUREAU/OFFICE OF ASSIGNMENT: ____

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POSITION TITLE: ______________________________ RANK: ________________

BUREAU/OFFICE OF ASSIGNMENT: ____

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POSITION TITLE: ______________________________ RANK: ________________

BUREAU/OFFICE OF ASSIGNMENT: ____

____

POSITION TITLE LIST

DIVISION: PATROL, EAST AND WEST

INSTRUCTIONS

: PRINT your Position Title, e.g.; Detective Sergeant, Administrative Lieutenant, etc.

: PRINT your Unit, Detail, Station of assignment, e.g.; Juvenile Bureau, Temple Station; Aero Bureau; Traffic Enforcement Detail, etc.

POSITION TITLE: ______________________ RANK: ______________

UNIT/DETAIL/STATION OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ______________

UNIT/DETAIL/STATION OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ______________

UNIT/DETAIL/STATION OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ______________

UNIT/DETAIL/STATION OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ______________

UNIT/DETAIL/STATION OF ASSIGNMENT: ______________________

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POSITION TITLE LIST

DIVISION: TECHNICAL SERVICES

INSTRUCTIONS

: PRINT your Position Title, e.g.; Automotive Lieutenant, ORACLE Lieutenant, Administrative Sergeant, etc.

: PRINT your Unit, Detail, Bureau of assignment, e.g.; Radio Unit, Communications and Automotive Bureau; Identification Detail, Scientific Services Bureau, etc.

POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/ BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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POSITION TITLE: ______________________ RANK: ____________

UNIT/DETAIL/BUREAU OF ASSIGNMENT: ______________________

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SAMPLE MEMO FROM DIVISION CHIEF TO BUREAU COMMANDER

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COUNTY OF LOS ANGELES

SHERIFF'S DEPARTMENT

SAMPLE MEMO

OFFICE CORRESPONDENCE

DATE

FILE NO.

FROM: Chief
DIVISION

TO: Bureau Commanders

SUBJECT: POSITION SPECIFICATIONS

We are in the process of developing Position Specifications for each unique job (Deputy through Chief) within our Division. Completed specifications will describe the duties, responsibilities and also the qualifications needed to fill the variety of Divisional assignments. These specifications will be useful for personnel seeking transfer into our Division. Additionally they will assist us in Divisional planning and budgeting.

I have assigned (name of Task Force representative) to coordinate this effort within our Division.

The first request made of you will be to identify by title all jobs within your Bureau above the rank of Deputy IV. Once all positions have been identified, questionnaires will be delivered to you for the purpose of gathering necessary data about those positions. Wherever possible, two questionnaires completed by different individuals assigned to each position should be returned to my office.

(Name of Task Force representative) will contact you regarding any further instructions and due dates.

DEPUTY I-IV POSITION TITLES

ADMINISTRATIVE DIVISION	DEPUTY PAY LEVEL
Administrative Services Bureau	
County Counsel Deputy	4
Personnel Investigator	3
Pre-employment Investigator	3
Reinstatement Investigator	3
Career Development Bureau	
Career Management Deputy	3
Career Management Project Leader	4
Educational Services Project Leader	4
Grantsman	3
Grant Project Leader	4
Health & Welfare Deputy	3
Health & Welfare Program Leader	4
Long Range Planning Project Leader	4
Long Range Planning Deputy	3
Recruitment Deputy	3
Personnel Bureau	
Pre-employment Processing Deputy	3
Special Projects Deputy	3
Research and Development Bureau	
Legal Section Deputy	4
Manuals and Orders Deputy	3
Research Deputy	3
Special Projects Deputy	4
Reserve Forces Bureau	
Reserve Training Coordinator	3
Training Bureau	
Administrative Driver Training Instructor	4
Administrative Research Deputy	3
Administrative Assistant	4
Assistant Range Master	4
Cadets	1
Cadet Range Instructor	3
Cadet Training Officer	4
D.A.R.T. Training Officer	4
Driver Training Instructor	3
Program Development Deputy	3
Program Development Project Leader	4

CIVIL DIVISION	DEPUTY PAY LEVEL
Assignment Bailiff Deputy	3
Court Bailiff Deputy	2
Court Bailiff Deputy Trainee	1
Court Bailiff Training Deputy	3
Process Receiving Deputy	4
Process Serving Deputy	2
Process Serving Training Deputy	3
Special Process Deputy	3
Supervising Bailiff Deputy	4

CORRECTIONS DIVISION	DEPUTY PAY LEVEL
Assistant Desk or Office Deputy	2
Bakery Deputy	2
Barracks Deputy	1
Detention Camp Deputy	3
Compound Supervisor	4
Day Kitchen Deputy	3
Desk or Office Deputy	3
Disciplinary Blocks Deputy	1
Disciplinary Crew Deputy	2
Dock Deputy	1
Dormitory Deputy	1
Exercise Yard Deputy	1
Field Crew Dispatcher	2
Former Senior Deputies	4
Guard Tower Deputy	1
Headquarters Special Service Deputy	4
Hospital Deputy	1
Kitchen Deputy	2
Laundry Deputy	2
Mail Censor	1
Main Gate Deputy	2
Motor Pool Dispatcher	2
Multi-purpose Shop Deputy	2
Pistol Range Deputy	3
Processing Deputy	2
Prowler	2
Special Services Deputy	2
Transfer Center Deputy	2
Utility Deputy	2
Work Crew Deputy	2

DETECTIVE DIVISION	DEPUTY PAY LEVEL
Arson/Explosives Investigator Deputy	3
Auto Theft Investigator Deputy	3
Burglary Investigator Deputy	3
Dealer's Reports of Buys & Sales Deputy	3
Escape Unit Deputy	3
Forgery Unit Deputy	3
Fraud Unit Deputy	3
Fugitive/Warrant Unit Deputy	3
Fugitive/Warrants Deputy	4
Homicide Investigator Deputy	4
Identi-Kit Unit Deputy	3
Juvenile Court/Probation Liaison Deputy	4
License Detail Deputy	3
Mental Health Unit Deputy	3
Metro Administrative Aide	3
Metro Task Force Deputy	3
Missing Juvenile Unit Deputy	3
Missing Persons Investigator	4
Motorcycle Gang Detail Deputy	3
Narcotics Field Investigator Deputy	3
Narcotics Major Violator Deputy	4
Narcotics Intelligence Deputy	4
Narcotics Training & Education Deputy	4
Narcotics Undercover Investigator Deputy	3
Robbery Investigator Deputy	3
Sex Crime & Jail Case Deputy	3
Statewide Custody Unit Deputy	3
Vice Court Deputy	4
Vice Desk Deputy	4
Vice Field Investigator Deputy	3
Vice Intelligence Deputy	4
Vice Major Violator Deputy	4
Warrant Service Crew	3
Watch Commander's Desk Deputy	3
Watch Commander's Detail Deputy	4

JAIL DIVISION	DEPUTY PAY LEVEL
Attorney Room Control Deputy	3
Attorney Room/Visiting Floor Deputy	1
Bath Deputy	1
Bedding Control Deputy	1
Booking, I.D., Court Line Deputy	2
Building Maintenance Deputy	1
Compound Gate Deputy	2
Corridor Control Deputy	1
Court Processing Deputy	2
Exclusionary Module Deputy	1
Files Deputy	1
Floor Control Deputy	2
Former Senior Deputies	4
Golden Gate/Main Control Deputy	-
Grounds Maintenance Deputy	1
Housekeeping Deputy	1
Inmate Movement Deputy	1
Inmate Services/Chapel Deputy	1
Jail Prowlers	3
Juvenile Module Deputy	1
Kitchen Deputy	2
Laundry Room Deputy	1
Law Library Deputy	2
Lobby Deputy	2
Module Deputy	1
Mess Hall Deputy	1
Package Control Deputy	1
Prisoner Personnel/Classification Deputy	2
Roof Exercise Deputy	1
Sewing Room Deputy	1
Show-up Room Deputy	-
Special Services Deputy	1
Trash and Freight Deputy	1
Warrant/Detainer Deputy	2

OFFICE OF THE SHERIFF	DEPUTY PAY LEVEL
Assistant Sheriff's Driver	4
Industrial Relations Deputy	4
Community Relations	
Community Relations Officer	3
Community Relations Officer	4
Security and Inspection Deputy	3
Community Services	
Community Services Deputy	3
Intelligence	
Administrative Watch Deputy	4
Assistant Crew Chief	4
Intelligence Investigator	3
Special Investigator	4
Technicians	4
Sheriff's Information Bureau	
Administrative Deputy	4
Information Deputy	3
International Liaison Deputy	4
Operations Deputy	4
Press Liaison Deputy	4
Projects Deputy	4
Special Services Deputy	4
Watch Deputy	4

PATROL DIVISION - EAST	DEPUTY PAY LEVEL
Complaint Deputy and Dispatcher	3
Court Deputy	4
Helicopter Observer	3
Jailer	4
Juvenile/Detective Bureau Deputy	3
Law Enforcement Educational Deputy	3
Radio Car Deputy	3
Radio Car Deputy Trainee	2
Resident Deputy - Avalon County Area	4
Resident Deputy - City of Avalon	3
Resident Deputy - Gorman	4
School Safety Deputy	3
Training Officer	4
Watch Deputy	4

PATROL DIVISION - WEST	DEPUTY PAY LEVEL
Assistant Court Deputy	3
Complaint Deputy and Dispatcher	3
Court Deputy	4
Emergency Services Detail	3
Helicopter Observer	3
Helicopter Pilot	3
Jailer	4
Juvenile/Detective Bureau Deputy	3
Radio Car Deputy	3
Radio Car Deputy Trainee	2
School Safety Deputy	3
Special Enforcement Bureau	4
Special Enforcement Bureau Trainee	3
Training Officer	4
Watch Deputy	4

TECHNICAL SERVICES DIVISION	DEPUTY PAY LEVEL
Automotive Unit Deputy	3
Central Warrant File Desk Deputy	3
Certificates and Detentions Deputy	3
Communications & Automotive Radio Deputy	4
Court Transportation Deputy	2
Disaster Communications Deputy	4
Evidence Deputy	2
Institution & Station Transportation Deputy	2
Print Deputy	3
Print Deputy	4
Records Bureau Utility Deputy	2
State Transportation Deputy	4
Systems Deputy	2
Systems Design and Analysis Deputy	4
Technical Project Deputy	4
Transportation Bus Driver	2
Transportation Bus Driver Crew Chief	3
Transportation Deputy	2
Transportation Desk Deputy	4
Transportation Special Assignment Deputy	2
Transportation Utility Deputy	2
Transportation Watch Deputy	4

COMPLETED POSITION TITLE LIST
(Expanded from Initial Deputy Level List)

ADMINISTRATIVE DIVISION

HEADQUARTERS

Division Chief
Administrative Aide - Sergeant
Inspector Area "A"
Inspector Area "B"
Chief's Aide - Deputy IV
Juvenile Diversion and Resource Development Project Coordinator - Lieutenant
Delinquency Prevention Research Specialist - Deputy IV

SHERIFF'S INFORMATION BUREAU

Bureau Commander - Inspector
Administrative Lieutenant
Operations Lieutenant
Public Service Sergeant
Project Sergeant
Operations Sergeant
Press Liaison Sergeant
Photo Sergeant
Watch Sergeant (E.M., Day, P.M., P.M./E.M. Relief)
Administrative Sergeant
Administrative Deputy IV
Operations Deputy IV
Press Liaison Deputy IV
Projects Deputy IV
Public Service Deputy IV
Watch Deputy IV
Information Officer - Deputy III

ADMINISTRATIVE SERVICES BUREAU

Bureau Commander - Captain

Background Investigations Section

Pre-employment Investigations Lieutenant
Pre-employment Investigator - Sergeant
Administrative Coordinating Deputy IV
Pre-employment Investigator - Deputy III

County Counsel Investigations Section

County Counsel Investigator - Sergeant
County Counsel Investigator - Detective Sergeant
County Counsel Deputy III

Internal Investigations Section

Internal Investigations Lieutenant
Internal Investigator - Sergeant
Internal Investigator - Detective Sergeant
Reinstatement Investigator - Deputy III
Personnel Investigator - Deputy III

PERSONNEL BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Operations Lieutenant
Employee Relations Lieutenant
Analysis and Testing Lieutenant
Administrative Sergeant
Personnel Sergeant
Analysis and Testing Deputy III
Personnel Deputy III
Projects Deputy - Personnel Deputy III
Employee Relations Deputy III

RESEARCH AND DEVELOPMENT BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Administrative Sergeant
Special Projects Sergeant
Manuals and Orders Sergeant
Legal Sergeant
Special Projects Deputy IV
Legal Section Deputy IV
Research Deputy III
Manuals and Orders Deputy III

ESERVE FORCES BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Administrative Sergeant
Supervising Coordinating Sergeant
Reserve Training Coordinator - Deputy III

ADMINISTRATIVE AND FISCAL SERVICES

Administrative Aide - Sergeant
Administrative Sergeant
Director of Fiscal Services

TRAINING BUREAU

Bureau Commander - Captain
Department Athletic Coordinator - Range Lieutenant
Educational Resources Lieutenant
Cadet Training Lieutenant
Administrative Lieutenant
In-Service Training Sergeant
Research and Analytical Sergeant
Educational Resources Sergeant
Administrative Sergeant
Cadet and Reserve Training Sergeant
Cadet Training Sergeant
Station and Participating Agencies Coordinator - Sergeant
Rangemaster - Sergeant
Disaster and Riot Training Coordinator - Sergeant
Driver Training Sergeant
Administrative Driver Training Instructor - Deputy IV
Administrative Assistant - Deputy IV
Administrative Assistant - Deputy III
Assistant Rangemaster - Deputy IV
Cadet Training Officer - Deputy IV
Cadet Training Officer - Deputy III
D.A.R.T. Training Officer - Deputy IV
Program Development Project Leader - Deputy IV
Program Development Deputy IV
Driver Training Instructor - Deputy IV
Cadet Firearms Instructor - Deputy III
Administrative Research Deputy III

CAREER DEVELOPMENT BUREAU

Headquarters

Bureau Commander - Captain
Administrative Sergeant
Special Projects Sergeant

Career Management Unit

Unit Leader - Lieutenant
Administrative Sergeant
Program Coordinator - Career Development Grant Sergeant
Program Coordinator - Physiological Fitness Grant Sergeant
Project Leader - Deputy IV
Research Deputy III

Grant Management Unit

Unit Leader - Lieutenant
Administrative Sergeant
Grant Project Leader - Deputy IV
Grantsman - Deputy III

Health and Welfare Unit

Unit Leader - Sergeant
Administrative Sergeant
Field Coordinating Deputy IV
Liaison Deputy III

Recruitment Unit

Unit Leader - Sergeant
Recruitment Deputy III

CIVIL DIVISION

MAIN OFFICE BUREAU

Division Chief
Division Inspector
Bureau Commander - Captain
Administrative Lieutenant
Area Lieutenant
Chief's Aide - Sergeant
Assignment Sergeant
Sales Sergeant
Keeper Sergeant
Administrative Sergeant
Counter Sergeant
Divisional Budget Sergeant
Branch Supervisor Sergeant
Constable (1/4 time) Sergeant
Process Receiving Deputy IV
Special Process Deputy III
Process Serving Training Deputy III
Process Serving Deputy II

BAILIFF'S BUREAU

Bureau Commander - Captain
Administrative Sergeant
Operations Sergeant
Detail Supervisor - Sergeant
Juvenile Court Sergeant
Supervising Bailiff - Deputy IV
Assignment Bailiff - Deputy III
Court Bailiff Training Deputy III
Court Bailiff - Deputy II
Court Bailiff Trainee - Deputy I

SHERIFF'S SECURITY UNIT

Unit Commander - Lieutenant
Operations/Administrative Sergeant
Squad Leader - Sergeant
Security Deputy III

CORRECTIONS DIVISION

HEADQUARTERS

Division Chief
Division Inspector
Special Services Captain
Special Services Lieutenant
Captain - Detention Camps
Administrative Lieutenant - Detention Camps
Chief's Aide - Sergeant
Inmate Placement Lieutenant
Inmate Placement Sergeant
Budget Analyst Sergeant
Special Services Deputy IV
Special Projects - Grant Liaison Deputy IV
Inmate Placement Deputy IV

WAYSIDE MAXIMUM SECURITY

Captain
Watch Commander - Lieutenant
Administrative Lieutenant
Administrative Sergeant
Security Sergeant
Kitchen/Bakery Sergeant
Vocational Industries Shop Sergeant
Senior Deputy IV
Prowler Deputy III
Vocational Shops Deputy II
Kitchen Deputy II
Bakery Deputy II
Disciplinary Blocks Deputy I
Dock Deputy II
Dormitory Deputy I
Exercise Yard Deputy I
Guard Tower Deputy I
Hospital Deputy I
Mail Censor Deputy I

WAYSIDE MINIMUM SECURITY

Captain
Watch Commander - Lieutenant
Administrative Lieutenant
Field Lieutenant
Personnel and Assignment Sergeant
Compound Sergeant
Desk Sergeant
Field Sergeant

WAYSIDE MINIMUM SECURITY (Cont'd)

Administrative Field Sergeant
Special Services Sergeant
Kitchen Deputy IV
Day Kitchen Deputy I
Pistol Range Deputy III
Field Crew Dispatcher Deputy II
Work Crew Deputy II
Field Utility Deputy II
Processing Deputy II
Motor Pool Dispatcher Deputy II
Main Gate Deputy II
Gate Officer/Mail Censor Deputy I
Security Patrol Deputy I

MIRA LOMA FACILITY

Captain
Watch Commander - Lieutenant
Administrative Lieutenant
Administrative Sergeant
Compound Sergeant
Special Services Sergeant
Kitchen Deputy IV
Pistol Range Deputy III
Office Deputy III
Main Gate Deputy I
Barracks Deputy I

BISCAILUZ CENTER

Captain
Watch Commander - Lieutenant
Administrative Lieutenant
Administrative Sergeant
Watch Sergeant
Senior Deputy IV
Utility Deputy III
Processing Deputy II
Prowler Deputy II

DETENTION CAMPS

Detention Camp Sergeant
Detention Camp Deputy III

DETECTIVE DIVISION

HEADQUARTERS

Division Chief
Inspector Area I
Inspector Area II
Administrative Aide - Sergeant
Budget Liaison Sergeant

DETECTIVE SERVICES BUREAU

Bureau Commander - Captain

Special Units Detail

Administrative Lieutenant

Identi-Kit Unit

Supervising Sergeant
Identi-Kit Specialist Deputy IV
Identi-Kit Unit Deputy III

Sex Crimes Unit

Supervising Sergeant
Detective Sergeant Investigator
Sex Crimes Unit Deputy III

Jail Investigations Unit

Supervising Sergeant
Detective Sergeant Investigator
Jail Unit Deputy III

Pawn Shop and Gun Records Unit

Supervising Sergeant
Pawn Shop and Gun Records Specialist Deputy IV
Pawn Shop and Gun Records Deputy III

Juvenile Court and Probation Unit

Supervising Sergeant
Juvenile Court Liaison Deputy IV

Juvenile Gang and Outlaw Motorcycle Gang Unit

Supervising Sergeant
Detective Sergeant Investigator
Motorcycle and Juvenile Gang Unit Deputy III

Watch Commander's Detail

Lieutenant/Watch Commander's Detail
Weekend-Holiday Relief Watch Commander - Lieutenant
Sergeant/Watch Commander's Detail
Watch Commander's Desk Deputy III

HOMICIDE BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Operations Lieutenant
Team Lieutenant
Team Sergeant
Team Detective Sergeant
Team Deputy IV

Missing Persons and Abortions Detail

Supervising Detective Sergeant
Investigator - Deputy IV

MAJOR CRIMES BUREAU

Bureau Commander - Captain
Administrative Lieutenant

Arson-Explosives Detail

Detail Commander - Lieutenant
Administrative Sergeant
Supervising Sergeant
Detective Sergeant Investigator
Arson-Explosives Deputy III

Auto Theft Detail

Detail Commander - Lieutenant
Administrative Sergeant - Detective Sergeant
Supervising Sergeant
Detective Sergeant Investigator
Vehicle Identification Detective Sergeant
Auto Theft Detail Deputy III

Burglary Detail

Detail Commander - Lieutenant
Administrative Sergeant
Burglary Section Sergeant
Detective Sergeant/Safe Burglary Section
Detective Sergeant/Fur and Jewel Unit
Sergeant/Commercial Theft Section
Detective Sergeant/Industrial Metal Theft Unit
Shoplifting Unit Deputy III
Detective Sergeant/Livestock Unit

Major Violator Unit

Supervising Sergeant
Detective Sergeant Investigator
Major Violator Unit Investigator Deputy III

Forgery/Fraud Detail

Detail Commander - Lieuteannt
Administrative Sergeant
Forgery Section Detective Sergeant
Major and Consumer Fraud Supervising Sergeant
Major and Consumer Fraud Deputy III

Fugitive Warrant Detail

Detail Commander - Lieutenant
Administrative Sergeant
Rendition Section Sergeant
Rendition Section Detective Sergeant
Mental Health Section Detective Sergeant
Mental Health/Field Investigation Section Deputy III
Escape Section Detective Sergeant
Escape Section Deputy IV
Extradition Section Detective Sergeant
Statewide Custody Section Sergeant
Statewide Custody Section Deputy IV
Field Investigation Section Sergeant

Robbery Detail

Detail Commander - Lieutenant
Administrative Sergeant
Major Market Team Sergeant
Major Market Team Detective Sergeant
Major Market Team Deputy IV
Franchise Market Team Sergeant
Franchise Market Team Detective Sergeant
Franchise Market Team Deputy IV
Bank Team Sergeant
Bank Team Detective Sergeant
Bank Team Deputy IV

Robbery Detail (Cont'd)

Night Team Sergeant
Night Team Detective Sergeant
Night Team Deputy IV

Strategic Support Detail

Detail Commander - Lieutenant
Administrative Sergeant
Field Crew Supervising Sergeant
Field Crew Investigator Deputy IV
Field Crew Investigator Deputy III

METROPOLITAN BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Administrative Sergeant
Administrative Deputy III
Operations Lieutenant
Operations Sergeant
Operations Deputy III

NARCOTICS BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Operations Lieutenant
Administrative Crew Sergeant
Administrative Crew Deputy III
Training and Education Crew Sergeant
Training and Education Crew Deputy IV
Intelligence Crew Sergeant
Intelligence Crew Deputy III
Sergeant, Zone Field Crew
Zone Field Crew Deputy III

VICE BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Operations Lieutenant
General Office Crew Sergeant
Administrative Court Deputy IV
Administrative Deputy III
Bookmaking Crew Sergeant
Bookmaking Crew Deputy IV
Undercover Crew Deputy IV
Undercover Crew Deputy III

VICE BUREAU (Cont'd)

Pornography Crew Sergeant
Pornography Crew Deputy III
Morals Crew Sergeant
Morals Crew Deputy III
Utility Crew Sergeant
Utility Crew Deputy IV
Utility Crew Deputy III
Gambling Crew Sergeant
Gambling Crew Deputy III
Vice Intelligence Crew Sergeant
Vice Intelligence Crew Deputy IV
Major Violator Crew Sergeant
Major Violator Crew Deputy IV
Major Violator Crew Deputy III

License Detail

Detail Commander - Lieutenant
Administrative Sergeant
License Detail Sergeant
Enforcement Unit Supervisor
License Detail Deputy III

JAIL DIVISION

HEADQUARTERS

Division Chief
Inspector - Area A
Inspector - Area B
Chief's Aide
Divisional Budget Sergeant

INMATE RECEPTION CENTER

Unit Commander - Captain
Administrative Lieutenant
Watch Commander - Lieutenant
Special Projects Lieutenant
Special Projects Sergeant
Records Section Watch Sergeant
Processing Sergeant
Warrant and Detainer Deputy IV
Processing and Scheduling Deputy IV
Court Processing Deputy III
Watch Deputy III
Custody Line Deputy III
Warrant and Detainer Training Officer - Deputy III
Lobby Deputy II
Booking, Identification and Court Line Deputy II
Bath Deputy II
Dry Cleaning Supervisor - Deputy II
Warrant and Detainer Deputy I

CENTRAL JAIL

Unit Commander - Captain
Administrative Lieutenant
Watch Commander - Lieutenant
Watch Commander - Sergeant
Inmate Personnel Sergeant
Administrative Sergeant
Legal Sergeant
Custody Unit Deputy IV
Attorney Room Control Deputy III
Jail Prowler Deputy III
Floor Control Deputy II
Prisoner Personnel/Classification Deputy II
Law Library Deputy I
Kitchen Officer Deputy I
Visiting Room Deputy I
Bedding Control Deputy I

CENTRAL JAIL (Cont'd)

Building Maintenance Deputy I
Exclusionary Module Officer - Deputy I
Main Control Deputy I
Grounds Maintenance Deputy I
Housekeeping Deputy I
Inmate Services/Chapel Deputy I
Module Deputy I
Package Control Deputy I
Mess Hall Deputy I
Roof Exercise Deputy I
Show-Up Room Deputy I
Trash and Freight Deputy I
Inmate Movement Deputy I

SYBIL BRAND INSTITUTE FOR WOMEN

Unit Commander - Captain
Administrative Lieutenant
Watch Commander - Lieutenant
Correctional Activities Lieutenant
Watch Sergeant (Custody)
Watch Sergeant (Reception)
Special Services Sergeant
Inmate Personnel Sergeant
Classification Sergeant
Administrative Sergeant
Training Sergeant
Supervising Deputy IV
Attorney Room Control Deputy III
Jail Prowler/Training Officer Deputy III
Prisoner Personnel/Classification Deputy II
Kitchen Deputy II
Main Control Deputy III
Sewing Room Deputy II
Reception Deputy II
Freight and Grounds Deputy I
Special Services Deputy II
Corridor Control Deputy II
Infirmary Deputy II
Laundry Deputy II
Attorney Room/Visiting Floor Deputy I
Module Deputy I
Exclusionary Module Deputy I
Movement Deputy I

HALL OF JUSTICE JAIL

Unit Commander - Captain
Administrative Lieutenant
Watch Commander - Lieutenant
Watch Sergeant (Custody)
Inmate Personnel Sergeant
Senior Deputy IV
Jail Prowler Deputy III
Attorney Room Control Deputy III
Visiting Screen Deputy II
Attorney Floor Deputy II
Special Security Control Deputy II
Juvenile Module Deputy I
Module Deputy I

U.S.C.L.A.C.M.C. MEDICAL WARDS

Unit Commander - Sergeant
General Operations Deputy IV
Control Assignment Deputy III
Hospital Jail Ward Officer Deputy II
Desk/Control Deputy II

PATROL DIVISIONS EAST AND WEST

PATROL DIVISION EAST - SPECIALIZED UNITS AND HEADQUARTERS

HEADQUARTERS

Division Chief
Area Inspector
Chief's Aide/Administrative Sergeant
Civil Defense Bureau Commander - Captain
Civil Defense Administrative Sergeant
Divisional Budget Sergeant

Traffic Law Enforcement Detail

Traffic Coordinator - Lieutenant
Traffic Coordinator - Sergeant
Traffic Safety Education Officer - Deputy III

AERO BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Operations Lieutenant
Training Sergeant
Flight Standards Officer - Sergeant
General Service Sergeant
Helicopter Pilot - Deputy III
Helicopter Observer - Deputy III

SPECIAL ENFORCEMENT BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Operations Lieutenant
Administrative Sergeant
Operations Sergeant
Training Sergeant
Desk Sergeant
Field Sergeant
Motorcycle Detail Coordinator - Sergeant
Special Enforcement Bureau Deputy IV
Special Enforcement Bureau Trainee - Deputy III

Emergency Services Detail

Field Sergeant
Emergency Services Detail Deputy III

Patrol Operations Planning Unit

Unit Commander - Lieutenant
Personnel/Administrative Sergeant
Operational Intelligence Sergeant
Operations Sergeant
Logistics Sergeant

PATROL DIVISION WEST - HEADQUARTERS AND RESIDENT UNITS

HEADQUARTERS

Division Chief
Area Inspector
Chief's Aide - Sergeant

Resident Deputy Units

Supervising Sergeant - Avalon Station
Resident Deputy IV - Avalon Station
Resident Deputy IV - Gorman

PATROL STATION POSITIONS - EAST AND WEST

Station Commander - Captain
Administrative Lieutenant

Detective Bureau

Adult and Juvenile Detective Bureau Commander - Lieutenant*
Adult Detective Bureau Commander - Lieutenant
Juvenile Detective Bureau Commander - Lieutenant
Administrative Sergeant - Detective Bureau
Administrative Sergeant - Adult Detective Bureau
Administrative Sergeant - Juvenile Detective Bureau
Supervising Sergeant - Detective Bureau
Supervising Sergeant - Adult Detective Bureau
Supervising Sergeant - Juvenile Detective Bureau
Detective Sergeant - Adult Detective Bureau
Detective Sergeant - Juvenile Detective Bureau
Deputy III - Adult Detective Bureau
Deputy III - Juvenile Detective Bureau

Traffic Detail

Traffic Lieutenant
Traffic Sergeant
Traffic Deputy III
Traffic Enforcement Deputy III
School Safety Deputy III

Patrol and Related Positions

Community Relations Lieutenant
Community Relations Sergeant
Community Relations Deputy III
Station and Reserve Forces and Disaster Coordinator - Sergeant
Patrol Watch Commander - Lieutenant
Patrol Sergeant
Watch Sergeant
Administrative Sergeant
Patrol Training Officer - Deputy IV
Radio Car Deputy III
Radio Car Deputy Trainee - Deputy II
Watch Deputy IV
Complaint Deputy III
Dispatcher Deputy III
Jailer Deputy IV
Court Deputy IV
Assistant Court Deputy III

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*W. Hollywood & San Dimas only. Position filled by Sergeant at Newhall, Montrose and Malibu.

TECHNICAL SERVICES DIVISION

HEADQUARTERS

Division Chief
Inspector - Area A
Inspector - Area B
Administrative Lieutenant
Administrative Sergeant
Budget Sergeant

COMMUNICATIONS AND AUTOMOTIVE BUREAU

Bureau Commander - Captain
Automotive Lieutenant
Communications Lieutenant
Radio Room Administrative Sergeant
Radio Room Watch Commander - Sergeant
Disaster Communications Sergeant
Vehicle Repair Liaison Sergeant
Communications and Automotive Radio Deputy IV
Disaster Communications Deputy IV
Automotive Coordinator - Deputy III
Vehicle Repair Liaison Deputy III

MANAGEMENT STAFF SERVICES BUREAU

Bureau Commander - Lieutenant
Administrative Sergeant
Data Processing Sergeant
Forms Control and Design Sergeant
Coding and Statistical Analysis Sergeant
Systems Analysis Sergeant
Systems Development Sergeant
Systems Support Sergeant
Systems Design and Analysis Deputy IV
Systems Analysis Deputy III
Systems Deputy III

RECORDS BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Project Lieutenant
ORACLE Project Lieutenant
Watch Commander - Lieutenant
Operations Lieutenant
ORACLE Project Sergeant
Watch Sergeant

RECORDS BUREAU (Cont'd)

Technical Projects Deputy IV
Utility Deputy IV
Warrant Assignment Deputy III
Certificates and Detentions Deputy III

SCIENTIFIC SERVICES BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Firearm Identification Examiner - Sergeant
Polygraph Examiner - Sergeant
Questioned Document Examiner - Sergeant
Supervising Sergeant - Identification Section
Supervising Sergeant - Photographic Laboratory
Latent Print Deputy IV
Fingerprint Technician Deputy IV
Print Deputy III
Evidence Deputy II

TRANSPORTATION BUREAU

Bureau Commander - Captain
Administrative Lieutenant
Watch Commander - Lieutenant
Administrative Sergeant
Headquarters Sergeant
Watch Sergeant
Statewide Sergeant
Field Sergeant
Watch Deputy IV
Driver Training Deputy IV
State Transportation Deputy
Crew Chief/Bus Driver/Trainer - Deputy III
Desk Unit Deputy III
Automotive Equipment Coordinator Deputy II
Special Assignment Deputy II
Transportation Deputy (Lady) Deputy II
Transportation Deputy (Male) Deputy II
Crew Chief/Bus Driver Deputy II
Major Court Lead Man - Deputy II
Court Transportation Deputy (Lady) Deputy II
Institution and Station Transportation Deputy II

TASK II

INSTRUCTIONS FOR TASK II

Task II is to gather information about each position identified in Task I. This task will require the cooperation and assistance of some of your Division's Unit Commanders.

This task is primarily one of delegation. Questionnaires have been developed and instructions to Unit Commanders supplied. Task II asks the Unit Commanders to provide two completed questionnaires for each of the positions identified during Task I.

This task will require a minimal time commitment since the assignment of personnel to answer questionnaires will be done by the respective Unit Commander.

SAMPLE QUESTIONNAIRE

Position Specification Questionnaire

The purpose of this questionnaire is to collect information about your specific job. There are currently approximately 500 different positions within this Department. In the Deputy rank alone there are over 200 positions. Most Deputies are not aware of the variety of assignments open to them.

To assist Deputies in planning for their futures, a Position Specification Catalog is being developed. Based on questionnaire response, the Catalog will include all positions; Deputy I through Division Chief.

Instructions

1. Please print or typewrite all answers to questions on the questionnaire.

2. Answer as completely as possible all questions that pertain to your position.

POSITION SPECIFICATION QUESTIONNAIRE

Division: ______________________________

Bureau/Facility: ______________________________

Unit or Detail Title: ______________________________

Position Title: ______________________________

Circle your Civil Service Classification: Deputy I, Deputy II

Deputy III, Deputy IV, Det. Sgt., Sergeant, Lieutenant, Captain,

Inspector, Chief.

I. Position Summary: In a short paragraph, state your primary responsibilities in this position.

   A. Example of Position Summary for Patrol Station Jailer, Deputy IV and Recruitment Deputy III.

      1. Jailer, Deputy IV - To supervise and insure compliance with Departmental policy regarding immate well-being, safety, care of property and security.

      2. Recruitment Deputy III - To conduct this Department's recruiting efforts with personal appearances, presentations, etc., to varied groups, e.g., citizen, school and military.

Position Summary: ______________________________

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II. Description of Duties: In the space below, list the duties you perform. Be sure to list the duties that are performed only occasionally as well as those performed routinely. Your intent should be to give as complete a picture of your position as possible to the person unfamiliar with your job. Do not try to complete this portion in one sitting. A suggested technique would be to keep a note pad handy. As you think of any additional duties, jot them down.

A. Examples of duty descriptions from the positions of Patrol Station Jailer and Recruitment Deputy:

1. Jailer, Deputy IV:

   a. Supervise the incoming booking of inmates by members of this Department, the California Highway Patrol and other police agencies utilizing Patrol Station(s) jail facilities.

   b. Compile court lists for those incarcerated at the Patrol facility.

   c. Arrange necessary transportation of inmates to other facilities of incarceration and to court.

   d. Arrange for release of those inmates who have posted bond/bail.

2. Recruitment Deputy III:

   a. To prepare recruitment press releases, radio announcements and Sheriff's Bulletins.

   b. To prepare and update display material required for routine presentation.

   c. To answer daily written, telephone and personal inquiries concerning employment with this Department.

   d. To conduct oral interviews with new applicants for positions on this Department.

NOTE: The examples illustrated above are not intended to state all of the duties in each of the positions and should be viewed only as examples.

Description of Duties: ____

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III. Desired Qualifications: What qualifications, in terms of (a) experience, (b) specialized training certificates, (c) skills or abilities, (d) formal education desired, will assist Deputies in preparing themselves for this position? The intent is to establish general standards, not to severely limit persons to absolute requirements. The qualifications decided upon will be used as guidelines to assist Deputies who wish to plan their career paths.

A. Experience: List prior Departmental experience, years and kind, that would be considered essential for optimum performance in your present position. Also list that experience which would be beneficial.

1. Example from position of Unit Leader, Lieutenant, Long Range Planning Unit, Administrative Division.

a. A minimum of six years Departmental experience with prior assignments in Patrol and Administrative Divisions. A minimum of two years in any administrative position would be beneficial. An extensive knowledge of Departmental organization and management is essential.

Essential: ______________________________

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____

Beneficial: ______________________________

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B. Specialized Training Certificates: List any special training or certificates which would be of benefit in this position.

1. Example from position of Identi-Kit Unit Deputy III, Detective Division.

a. Special training in the operation, maintenance and court testimony relating to suspects identified through utilization of the Identi-Kit.

2. Example from position of Cadet Training Officer, Deputy IV, Administrative Division.

   a. Possession of a Standard Designated Subjects Teaching Credential.

Specialized Training Certificates: ______________________________

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C. Skills or Abilities: List any skills or abilities which may be beneficial in this position.

   1. Example from the position of Systems Deputy III, Technical Services Division.

      a. The skill and ability to analyze and design automated systems.

   2. Example from the position of Narcotics Undercover Investigator, Deputy III, Detective Division.

      a. The skill and ability for effective role playing as a narcotic user, buyer and pusher for the purpose of detecting, arresting and the prosecution of those who deal in illicit drug traffic.

Skills and Abilities: ______________________________

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D. Formal Education Desired: Check the box that indicates the desired educational level for this position. In the space provided, indicate areas of study that would be beneficial to interested candidates.

1. Example from the position of Field Coordinating Deputy, Deputy IV, Health and Welfare Unit, Administrative Division.

   a. A.A. Degree or Equivalent ☑ An A.A. Degree in Liberal Arts is desired with emphasis on courses in Business Management, (family financial planning), Counseling, Alcoholism and Basic Psychology.

2. Example from the position of Radio Car Deputy, Deputy III, Patrol Division.

   a. High School Diploma or Equivalent ☑ With emphasis on continuing education in related courses, i.e., Criminal Investigation, Patrol Procedures, Community Relations, Traffic Enforcement, etc.

: High School Diploma or Equivalent ☐ ____________

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: A.A. Degree or Equivalent ☐ ____________________

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: B.A./B.S. Degree or Equivalent ☐ ____________

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: M.A./M.S. Degree or Equivalent ☐ ____________

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: Doctorate Degree ☐ ____________________

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: Other (Specify) ☐ ____________________

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IV. Responsibilities

A. Supervision: If supervision is one of the functions of the position, state whom you supervise, for what purpose and under what circumstances.

1. Example from the position of Station Watch Deputy, Deputy IV, Patrol Division.

a. Supervise the Complaint Deputy, Dispatcher and Explorer Scout to insure compliance with Departmental regulations for the efficient operation of the complaint desk. Keep Watch Sergeant apprised of other than routine activities. On occasion, the Watch Deputy may be required to assume the position of acting Watch Sergeant. Under this condition, he will supervise Deputy, Correctional Officer and civilian personnel assigned to positions within the Station.

Supervision: ____

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B. Written Communication: What types of reports, correspondence, budget or statistical reports, etc., do you generate or use in this position? Be specific as to whom they are directed.

1. Example from the position of Administrative Lieutenant, Inmate Reception Center, Jail Division.

   a. Initiate correspondence in the form of memos to Inmate Reception Center personnel, prepare inner office correspondence, answer letters from the public regarding the care, etc., of inmates and prepare the budget for additional required Deputy personnel and equipment.

Written Communication: ____

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C. Personal Contacts: Your position requires frequent contact with persons both within and outside of the Department. Indicate the types of contacts and their purpose.

1. Example from the position of Court Bailiff, Deputy III, Civil Division.

   a. Maintain a liaison between the Judge, attorneys and the general public for the preservation of order in the court and enforcement of general courtroom demeanor and security.

Personal Contacts: ____

____

____

____

____

D. Schedule and Demands

1. What are the normal working hours and schedule for this position? Check the box which applies.

Rotating Shift: Day ☐ and Evening ☐ and Early Morning ☐

Day Shift normally: ☐

Evening Shift normally: ☐

Early Morning Shift normally: ☐

Rotating schedule 1-☐ 2-☐ 3-☐ 4-☐ 5-☐ 6-☐

Permanent schedule 1-☐ 2-☐ 3-☐ 4-☐ 5-☐ 6-☐

Schedule A-☐ B-☐ C-☐ D-☐ E-☐ F-☐ G-☐ H-☐

(H is a special schedule - specify any position schedule not listed above)

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2. Does mileage authorization accompany this position?

Yes ☐ No ☐

3. Specify if the demands of this position require you to work outside of your designated schedule, i.e., regularly on call one weekend per month, one day per week, etc.

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____

4. Could this position be filled by a lady Deputy?

Yes ☐ No ☐

If no, why not?________________________________

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____

Print your name ____________________

Assignment phone number ____________ Ext. ____________

Duty hours ____________

Signature and rank of reviewing supervisor ____________________

TYPICAL RESPONSE

Position Specification Questionnaire

The purpose of this questionnaire is to collect information about your specific job. There are currently approximately 500 different positions within this Department. In the Deputy rank alone there are over 200 positions. Most Deputies are not aware of the variety of assignments open to them.

To assist Deputies in planning for their futures, a Position Specification Catalog is being developed. Based on questionnaire response, the Catalog will include all positions; Deputy I through Division Chief.

Instructions

1. Please print or typewrite all answers to questions on the questionnaire.
2. Answer as completely as possible all questions that pertain to your position.

POSITION SPECIFICATION QUESTIONNAIRE

Division: Patrol West

Bureau/Facility: Firestone Station

Unit or Detail Title: Patrol

Position Title: Patrol Sergeant

Circle your Civil Service Classification: Deputy I, Deputy II Deputy III, Deputy IV, Det. Sgt., Sergeant, Lieutenant, Captain, Inspector, Chief.

I. Position Summary: In a short paragraph, state your primary responsibilities in this position.

   A. Example of Position Summary for Patrol Station Jailer, Deputy IV and Recruitment Deputy III.

      1. Jailer, Deputy IV - To supervise and insure compliance with Departmental policy regarding immate well-being, safety, care of property and security.

      2. Recruitment Deputy III - To conduct this Department's recruiting efforts with personal appearances, presentations, etc., to varied groups, e.g., citizen, school and military.

Position Summary: To advise, counsel, supervise and train patrol Deputies regarding their field activities and the written reports they submit covering crime situations and their actions in the field.

II. Description of Duties: In the space below, list the duties you perform. Be sure to list the duties that are performed only occasionally as well as those performed routinely. Your intent should be to give as complete a picture of your position as possible to the person unfamiliar with your job. Do not try to complete this portion in one sitting. A suggested technique would be to keep a note pad handy. As you think of any additional duties, jot them down.

A. Examples of duty descriptions from the positions of Patrol Station Jailer and Recruitment Deputy:

1. Jailer, Deputy IV:

   a. Supervise the incoming booking of inmates by members of this Department, the California Highway Patrol and other police agencies utilizing Patrol Station(s) jail facilities.

   b. Compile court lists for those incarcerated at the Patrol facility.

   c. Arrange necessary transportation of inmates to other facilities of incarceration and to court.

   d. Arrange for release of those inmates who have posted bond/bail.

2. Recruitment Deputy III:

   a. To prepare recruitment press releases, radio announcements and Sheriff's Bulletins.

   b. To prepare and update display material required for routine presentation.

   c. To answer daily written, telephone and personal inquiries concerning employment with this Department.

   d. To conduct oral interviews with new applicants for positions on this Department.

   NOTE: The examples illustrated above are not intended to state all of the duties in each of the positions and should be viewed only as examples.

Description of Duties: (1) Conduct briefings for patrol Deputies prior to their going on duty in the field. Briefing responsibilities include: taking roll call; updating recent crime activity in the station area; reading, explaining and discussing Departmental announcements and directives; conducting training re: routine and newly developed patrol procedures.

(2) Field supervision: duties include: coordinating Deputies activities at major crime or disaster scenes on a tactical level;

advising Deputies re procedures to follow in selected situations; training field crews on an as-needed basis re proper and safe patrol procedures; maintaining car-area integrity; investigating citizen complaints at the direction of the Watch Commander or Station Commander; monitoring communications channels for station activity and procedural compliance; provide assistance, advice and coordination for associated and related government agencies.

(3) Patrol Desk Sergeant - duties include: supervision of station desk personnel; master coordinator of all field activities; perusal and approval of all written reports submitted by patrol personnel on his shift; notification of Deputies for court appearances; training Deputies in the fine art of report writing; approval of all arrests made during his shift; assignment of all cases reported on his shift; approval of the in-service roster for the following shift; supervision of the station secretarial staff on P.M. and E.M. shifts; handling over-the-counter citizen complaints; handling complaints called into the station via telephone; personal supervision of any unusual occurrences in the station jail; maintenance of station security.

III. Desired Qualifications: What qualifications, in terms of (a) experience, (b) specialized training certificates, (c) skills or abilities, (d) formal education desired, will assist Deputies in preparing themselves for this position? The intent is to establish general standards, not to severely limit persons to absolute requirements. The qualifications decided upon will be used as **guidelines** to assist Deputies who wish to plan their career paths.

A. Experience: List prior Departmental experience, years and kind, that would be considered essential for optimum performance in your present position. Also list that experience which would be beneficial.

1. Example from position of Unit Leader, Lieutenant, Long Range Planning Unit, Administrative Division.

a. A minimum of six years Departmental experience with prior assignments in Patrol and Administrative Divisions. A minimum of two years in any administrative position would be beneficial. An extensive knowledge of Departmental organization and management is essential.

Essential: Strong foundation in English Grammar and spelling. An inherent appreciation of the language and its power when accurately, completely, forcefully and honestly scribed on a police report. Six-eight years experience on the Department in two or three ~~Beneficial~~: Divisions for exposure and variety. An ability and desire to communicate in a person to person situation in a supervisory capacity. A desire to work hard. Loyalty.

B. Specialized Training Certificates: List any special training or certificates which would be of benefit in this position.

1. Example from position of Identi-Kit Unit Deputy III, Detective Division.

a. Special training in the operation, maintenance and court testimony relating to suspects identified through utilization of the Identi-Kit.

2. Example from position of Cadet Training Officer, Deputy IV, Administrative Division.

   a. Possession of a Standard Designated Subjects Teaching Credential.

Specialized Training Certificates:

Sergeant's Supervisory School and Teacher Training School.

C. Skills or Abilities: List any skills or abilities which may be beneficial in this position.

1. Example from the position of Systems Deputy III, Technical Services Division.

   a. The skill and ability to analyze and design automated systems.

2. Example from the position of Narcotics Undercover Investigator, Deputy III, Detective Division.

   a. The skill and ability for effective role playing as a narcotic user, buyer and pusher for the purpose of detecting, arresting and the prosecution of those who deal in illicit drug traffic.

Skills and Abilities:

Must be able to read and write in an exemplary manner. Must know how to communicate verbally in a patient, understanding and forceful manner. Extensive and commendable experience as a patrol Deputy.

D. Formal Education Desired: Check the box that indicates the desired educational level for this position. In the space provided, indicate areas of study that would be beneficial to interested candidates.

1. Example from the position of Field Coordinating Deputy, Deputy IV, Health and Welfare Unit, Administrative Division.

a. A.A. Degree or Equivalent ☑ An A.A. Degree in Liberal Arts is desired with emphasis on courses in Business Management, (family financial planning), Counseling. Alcoholism and Basic Psychology.

2. Example from the position of Radio Car Deputy, Deputy III, Patrol Division.

a. High School Diploma or Equivalent ☑ With emphasis on continuing education in related courses, i.e., Criminal Investigation, Patrol Procedures, Community Relations, Traffic Enforcement, etc.

: High School Diploma or Equivalent ☑ With high grades in English and Social Studies.

: A.A. Degree or Equivalent ☑ Study emphasis in the area of Creative Writing, Speech, Public Speaking, Supervision, Philosophy, Psychology (Psychology of Human Behavior), Criminal Law and Criminal Evidence.

: B.A./B.S. Degree or Equivalent ☐

: M.A./M.S. Degree or Equivalent ☐

: Doctorate Degree ☐ ______________________________

____

____

____

: Other (Specify) ☐ ______________________________

____

____

____

IV. Responsibilities

A. Supervision: If supervision is one of the functions of the position, state whom you supervise, for what purpose and under what circumstances.

1. Example from the position of Station Watch Deputy, Deputy IV, Patrol Division.

a. Supervise the Complaint Deputy, Dispatcher and Explorer Scout to insure compliance with Departmental regulations for the efficient operation of the complaint desk. Keep Watch Sergeant apprised of other than routine activities. On occasion, the Watch Deputy may be required to assume the position of acting Watch Sergeant. Under this condition, he will supervise Deputy, Correctional Officer and civilian personnel assigned to positions within the Station.

Supervision: Supervise all Deputies in the Station patrol force assigned to your shift to insure compliance with Departmental procedures and regulations and provide maximum efficiency in service to the public. On occasion the Watch Sergeant may be assigned to assume the position of Watch Commander (Lt.). Supervise station secretarial personnel in the absence of a supervising stenographer (Civilian).

____

____

B. Written Communication: What types of reports, correspondence, budget or statistical reports, etc., do you generate or use in this position? Be specific as to whom they are directed.

1. Example from the position of Administrative Lieutenant, Inmate Reception Center, Jail Division.

    a. Initiate correspondence in the form of memos to Inmate Reception Center personnel, prepare inner office correspondence, answer letters from the public regarding the care, etc., of inmates and prepare the budget for additional required Deputy personnel and equipment.

Written Communication: Prepare written evaluations of employees (Deputies) performance on an as-needed basis; initiate summation of employee counseling sessions; prepare investigative reports initiated as a result of a citizen's complaint; watch briefings; training bulletins.

C. Personal Contacts: Your position requires frequent contact with persons both within and outside of the Department. Indicate the types of contacts and their purpose.

1. Example from the position of Court Bailiff, Deputy III, Civil Division.

    a. Maintain a liaison between the Judge, attorneys and the general public for the preservation of order in the court and enforcement of general courtroom demeanor and security.

Personal Contacts: Maintain liaison with numerous representatives on all hierarchial levels of various related governmental agencies. Constant supervisorial contact with employees under his supervision. Continuous contact with employees and citizens in the station area re complaints, requests, etc.

D. Schedule and Demands

1. What are the normal working hours and schedule for this position? Check the box which applies.

Rotating Shift: Day ☑ and Evening ☑ and Early Morning ☑

Day Shift normally: ☐

Evening Shift normally: ☐

Early Morning Shift normally: ☐

Rotating schedule 1-☑ 2-☑ 3-☑ 4-☑ 5-☑ 6-☑

Permanent schedule 1-☐ 2-☐ 3-☐ 4-☐ 5-☐ 6-☐

Schedule A-☐ B-☐ C-☐ D-☑ E-☐ F-☐ G-☐ H-☐

(H is a special schedule - specify any position schedule not listed above)

2. Does mileage authorization accompany this position?

Yes ☐ No ☑

3. Specify if the demands of this position require you to work outside of your designated schedule, i.e., regularly on call one weekend per month, one day per week, etc.

N/A

4. Could this position be filled by a lady Deputy?

Yes ☐ No ☑

If no, why not? Lack of varied patrol experience.

Print your name ______________________________

Assignment phone number ________________ Ext. ________________

Duty hours ________________

Signature and rank of reviewing supervisor ________________________

TYPICAL DESCRIPTION

PATROL SERGEANT

PATROL DIVISION EAST AND WEST

POSITION SUMMARY: Supervises and trains patrol personnel and desk operations in order to increase their effectiveness and provide a greater degree of public service.

DUTIES:

- Briefs assigned personnel on activities in the field; discusses Departmental announcements and directives, inspects appearance, equipment, vehicles and weapons.
- Conducts in-service training programs.
- Coordinates activities of assigned personnel at scenes of major crimes or disasters.
- Supervises desk personnel in handling citizen complaints; responsible for follow-up reports.
- Maintains liaison with other law enforcement agencies and citizens regarding matters of mutual concern.
- Attends Community Relations meetings as a representative of the Department.
- Acts as Watch Commander in his absence.

RELATED DUTIES:

- Inspects jail facilities for cleanliness and security.
- Approves all Deputy reports.
- Prepares daily work schedule.

QUALIFICATIONS:

An A.A. Degree or its equivalent with emphasis on continuing education in the field of Police Science or the Humanities is desirable. Three years Patrol Division experience plus prior administrative and Jail Division exposure would be beneficial.

SCHEDULE AND DEMANDS:

Four and two schedule - subject to rotating shifts.

UNIT COMMANDER'S LETTER

County of Los Angeles
Office of the Sheriff
Hall of Justice
Los Angeles, California 90012

PETER J. PITCHESS, SHERIFF

SAMPLE

UNIT COMMANDER'S LETTER September 13, 1972

POSITION SPECIFICATION CATALOG

A "Position Specification Catalog" is being developed as part of an overall Career Development Program within the Department.

This catalog, when completed, will provide valuable information pertaining to career opportunities available in the Sheriff's Department, and will benefit all personnel by:

- Identifying and describing the various positions within the Department.
- Assisting personnel in career planning.
- Facilitating the matching of personnel and jobs.
- Assisting personnel in preparing for assignments in areas of specific interest.

In order to produce the Position Specification Catalog, your assistance is vitally important. Participating Unit Commanders will be contacted by a task force member representing the Division in which your unit is assigned. The task force member will supply necessary instructions, questionnaires and a list of the positions to be described. Unit Commanders are instructed to participate in a data gathering process by having your most qualified personnel complete questionnaires which will be forwarded to you, with instructions, by your Divisional task force representative.

SHERIFF'S BULLETIN

County of Los Angeles
Office of the Sheriff
Hall of Justice
Los Angeles, California 90012

PETER J. PITCHESS, SHERIFF

SAMPLE

SHERIFF'S BULLETIN

September 13, 1972

POSITION SPECIFICATION CATALOG

This Department recognizes its responsibility to develop to the fullest its most valuable resource, its people. Toward that goal, the Career Development Bureau will coordinate a task force, representative of all Divisions, in order to develop a comprehensive Position Specification Catalog which will describe each distinctive job within this Department from Deputy I through Division Chief.

This Position Specification Catalog will be published and distributed to all units of assignment. It will allow personnel seeking change of assignments to examine the multitude of diverse opportunities available within the Department. It is hoped that this catalog will be instrumental in increasing individuals' job satisfaction by promoting lateral job mobility and in so doing, increase overall Departmental efficiency.

In the near future, descriptions of each distinctive position will be solicited through channels from personnel currently performing in each capacity. A task force will gather and publish these position descriptions to form this catalog. Many individuals will be asked to contribute their inputs to this project.

I believe this is a significant step toward developing greater career opportunities within the Department and increasing this Department's overall efficiency through greater utilization of its manpower resources.

INSTRUCTIONS TO UNIT COMMANDER

County of Los Angeles
Office of the Sheriff
Hall of Justice
Los Angeles, California 90012

PETER J. PITCHESS, SHERIFF

SAMPLE

SUPPLEMENTAL INSTRUCTIONS
UNIT COMMANDER'S LETTER #__

INSTRUCTIONS TO UNIT COMMANDERS

The Career Development Bureau is developing a Position Specification Catalog containing job descriptions of all positions on the Department. This project will benefit individuals by promoting greater lateral mobility while increasing the Department's overall efficiency through more effective use of its manpower.

Your cooperation is needed to accomplish this objective. Please delegate two of your most qualified personnel to complete questionnaires for each of the positions listed. Indicate the names of respondents on the accompanying sheet and immediately send it to the Career Management Unit through the County mail system.

Your selection of respondents is of paramount importance. Each position on the Department will be described and published in the catalog on the basis of the first-hand description provided by your personnel. Please assign personnel on the basis of their job competence and clarity of written expression. It would be desirable to review their answers for completeness before returning questionnaires.

Please return all questionnaires to the Career Management Unit by County mail within two weeks. Any delay beyond this point will conflict with project schedules and unnecessarily delay publication.

Your cooperation in this project will insure the rapid realization of this new and highly desirable personnel management tool. Should any problems develop, contact the Position Specifications Section of the Career Management Unit at 626-9511, extension 83555.

TASK III

INSTRUCTIONS FOR TASK III

Task III is a quality control inspection of the finished job descriptions for your Division. When all data have been gathered in Task II, the Career Development Bureau and its expert consultants will refine each description to the catalog's format.

Task III's purpose will be to review and approve the job descriptions generated by Task II. This facet will require approximately two hour's reading time to insure the accuracy of final copy before publication.

CONCLUSION

CONCLUSION

Once the first edition of this catalog has been published in September, 1972, the Career Development Bureau will take over the maintenance function of updating and revising. Task force participation will not be required.

All staff work not included in the three tasks required of the task force will be completed by the Career Development Bureau.

Completed specifications within your Division will be similar to the model catalog of the Career Development Bureau contained in this manual; however, emphasis may be placed on the different job factors involved.

APPENDIX "D"

AUTOMATED PERSONNEL INFORMATION SYSTEM IMPLEMENTATION PLAN

PREFACE

This implementation plan for the Los Angeles County Sheriff's Department's Automated Personnel Information System is the result of the joint efforts and contributions of representatives from numerous Departmental Bureaus. The information contained in this plan is a summary of recommendations from a committee representing the System's primary users.

This plan contains a Sheriff's Bulletin to all personnel, a Unit Commander's Letter, an implementation plan, a set of instructions for the questionnaire, and an updating procedure.

County of Los Angeles
Office of the Sheriff
Hall of Justice
Los Angeles, California 90012

PETER J. PITCHESS, SHERIFF

SHERIFF'S BULLETIN #00 August 27, 1972

THE AUTOMATED PERSONNEL INFORMATION SYSTEM

The Los Angeles County Sheriff's Department is presently involved in the creation of a model Career Development program in law enforcement.

The Automated Personnel Information System is a major phase in this project. The advantages of this system are manifold. Of utmost importance is its ability to provide an accessible index of personnel training, experience, education, individual goal projection and other career guidance information. In the future, the system will allow Deputies to prepare themselves, in advance, for assignments that they may choose and for which they are qualified on the basis of the projected vacancy factor due to retirement, Departmental growth, manpower turnover, etc.

For any automated system to function as designed, it must contain information. The initial input of information into the system will be taken from a form questionnaire to be filled out by all sworn personnel on the Department. This questionnaire will be the basis of your career profile. All information on the questionnaire must be accurate in order for the system to work for you.

As an additional advantage, the Automated Personnel Information System will expedite transfer lists, expand record keeping efficiency, accurately report each unit's strength and provide a host of other information that will assist the Department in smoother up-to-date methods of career and personnel management.

County of Los Angeles
Office of the Sheriff
Hall of Justice
Los Angeles, California 90012

PETER J. PITCHESS, SHERIFF

UNIT COMMANDER'S LETTER #00 August 27, 1972

AUTOMATED PERSONNEL INFORMATION SYSTEM

Our Career Development Bureau is presently involved in the creation of a model Career Development program for law enforcement. This project will have impact on future administrative and management techniques within our Department and will require total cooperation during development and implementation stages.

The implementation of an Automated Personnel Information System is an initial and integral phase in this project.

The major impact of this computerized system will be positive item control, specifically:

- Rapid retrieval of personnel information.
- 24-hour instant response to emergency inquiries.
- Manpower survey capabilities.
- Comparative capabilities for evaluating Departmental strength and weaknesses.
- Accurate accounting and compilation of manpower movement, i.e., transfers.
- Prompt updating capabilities.

Most importantly this system will provide an immediate awareness of overall personnel capabilities. A complete index of training, experience, education, special talents, individual goal objectives and other information useful in career planning and personnel selection will be easily accessible.

For any automated system to function, it must contain accurate information. The initial input of information into the system will be taken from the attached form questionnaire, to be filled out by all sworn personnel.

Unit Commanders are instructed to adhere to the attached instructions for implementation of data gathering and instructions for proper completion of the questionnaire.

III. IMPLEMENTATION PLAN

IMPLEMENTATION OF DATA GATHERING FOR THE AUTOMATED PERSONNEL INFORMATION SYSTEM

A Unit Commander's Letter containing a request and instructions pertaining to implementation of the Automated Personnel Information System will be sent to all units.

A Sheriff's Bulletin will be sent to all sworn personnel explaining implementation and objectives of the Automated Personnel Information System.

Procedure for Data Gathering

A representative, for the purpose of facilitating and coordinating the data gathering activities, shall be selected by the Captain of each unit. It shall be the responsibility of the representative to adhere to the prescribed method of data gathering for his unit. The Captain shall list the name of the representative, unit phone number where the representative may be reached, duty hours and schedule. This list will be forwarded to the Career Management Unit immediately upon its compilation by the Unit Correction Officer or via U.S. mail.

Assistance to Representative

Assistance will be available to representatives regarding any problems or questions connected with data gathering.

Within three days after dissemination of the questionnaires to the unit, each designated representative will be individually contacted via telephone by a member of the Career Management Unit regarding progress, questions or problems. Initiation of a scheduled meeting between the representative and members of the

Career Management Unit will be at the request of the representative.

Questionnaire Distribution

Questionnaires and accompanying code sheets will be furnished to representatives at each unit via Correction Officer main pick-up. A roster of all sworn personnel assigned to that unit shall be compiled by the representative. The roster shall be in alphabetical order by rank. Utilization of the roster shall be in the following manner:

1. A check mark shall be placed to the right of the name of each person who has received a questionnaire and code sheet.
2. Those personnel on vacation, military leave, etc., shall be given a questionnaire packet upon his return to the unit.
3. As completed questionnaires are returned to the representatives, a second check mark will be placed to the right of the first on his copy of the roster.
4. A reason shall be placed to the right of the name of anyone not receiving the questionnaire, i.e., injured on duty, leave of absence, etc. The approximate date the person will return shall be noted, if known.

Time Allowed - Verification Required

A period of fourteen days will be allowed for the completion of the questionnaire. Verification of certain information claimed will be required, i.e., college degree, teaching credential, etc. That information requiring verification will be listed on the questionnaire. A copy or xerox print of information requiring verification will be submitted with the completed questionnaire. Information claimed but not verified will be voided.

Collection of Material

A lockable mail bag(s) will be supplied to the unit representative for storage of completed questionnaires and verification material.

The completed material will be returned to the representative in a sealed envelope provided by the unit. The representative will place the sealed envelope into the mail bag and secure the bag. After all questionnaires have been returned, a copy of the completed roster shall also be placed in the mail bag. Arrangements will be made with each facility representative for collection of the completed information.

IV. QUESTIONNAIRE INSTRUCTIONS

INSTRUCTIONS

The Automated Personnel Information System is an initial and important advancement in the Los Angeles County Sheriff's Department's Career Development program. Information stored in the system expands record-keeping efficiency and, for the first time, provides an accessible index of personnel training, experience, education and other information useful for career advisement.

The system will expedite transfer lists, accurately report unit strengths and provide a host of other information. In the future, the system will allow Deputies to prepare themselves for assignments in anticipation of the Department's growth and manpower turnover, etc.

Persons considering transfers to specialized units will soon have available to them computer-furnished information regarding the unit's current manpower level, projected vacancy factor, and the skills, experience and education currently desired by that unit. Individuals may then elect to prepare themselves by gaining experience in other areas of the Department, attending special seminars, or by completing additional college units, etc.

This questionnaire will provide the basis of your career profile. The information in this system will serve you well only if it is accurate. Unit Commanders will use this information in screening personnel to obtain qualified applicants. For the Career Development process to be successful, the description of yourself that this questionnaire calls for must be accurate.

QUESTION NUMBER	EXPLANATION
1	Write your Social Security Number in the space provided. Put only one number in each space.
2	Print your full legal name, last name first, first name then middle name. Also write in any former or maiden name you may have had.
3	Print in your HOME address as indicated by the question.
4	Write in your date of birth. Use two digits to indicate the number of the month, day and year. Ex: a birthday on January 2, 1932, would appear as (01/02/32).
5	Print the name of the state in which you were born. If you were born in a foreign country, write the name of the country in which you were born.

QUESTION NUMBER	EXPLANATION
6	Indicate your sex by printing (M) if you are Male, or by printing (F) if you are Female.
7	Write your employee number in the spaces provided. Ex: employee number 1 would appear as (0 0 0 0 1).
8	Write your Selective Service Registration number in the spaces provided. Put only one number in each space. Females and persons not subject to Selective Service Registration are exempt.
9	Write your complete HOME telephone number, including area code, in the spaces provided.
10	Write your current badge number in the spaces provided. Fill any extra spaces on the left with zeros. Ex: badge #1 would appear as (0 0 0 0 1).
11	Indicate your blood type if known. This information is necessary to identify possible blood donors in case local hospitals are unable to provide blood for injured Deputies. If your blood type is unknown, leave this section blank.
12	Indicate your religious preference if you desire the clergy summoned in case of emergency. THIS QUESTION IS OPTIONAL. Information in this section will not be used for any purpose except to accommodate your wishes with regard to summoning the appropriate cleric in case of emergency. You may leave this question blank.
13	If you plan to retire within the next five years, indicate the approximate month and year. This information is needed to predict career opportunities based on experience and expected manpower turnover. Use two digits to indicate the number of the month and year. Ex: June, 1999 would appear as (0 6/9 9). Mo. Yr.
14	List the serial number of your County issued weapon in the spaces provided. Fill extra spaces with zeros to the left of your number. Ex: Weapon #K 679058 would appear as (0 K 6 7 9 0 5 8). If none was issued, write the word NONE within the parentheses.
15	List the make, caliber and serial number of your primary off-duty weapon in the spaces provided. Ex: (S&W/3 5 7/D 1 9 3 6 4 0). Make Cal. Serial No.

QUESTION NUMBER	EXPLANATION
16	List the serial number of your County issued handcuffs in the spaces provided. Fill extra spaces with zeros to the left of your number. Ex: same as for question 14. If none was issued, write the word NONE in the parentheses.
17	List the serial number of your protective helmet in the spaces provided. The serial number may be located on a gummed paper sticker attached to the helmet just inside the earflap. If no number can be located, write UNK in the parentheses.
18	Indicate your career objective in terms of desired assignment and rank in one year from now. Indicate where in the Department you would like to be one year from now.
19	Indicate your career objective in terms of desired assignment and rank three years from now. Indicate where in the Department you would like to be three years from now.
20	Indicate your career objective in terms of desired assignment and rank five years from now. Indicate where in the Department you would like to be five years from now.
21	Write the class number of your Academy graduation. If none, leave the spaces blank. Fill extra spaces on the left with zeros. Ex: Class #1 would appear as (0 0 1).
22	List your presently held rank. Ex: Deputy I, Deputy II, Sgt., Det. Sgt., etc.
23	Use the provided codes to indicate your race, height, and hair color in the spaces provided. Use one number to indicate your race, three digits to indicate your height; one for number of feet; two for the number of inches and two spaces to indicate hair color. Ex: A Deputy who was Caucasian, five feet nine inches tall with red hair would write, (1 5/09 RD). R Hgt. Hr.
24	Use the provided codes to indicate your weight and eye color. Use three digits to indicate your weight, and two spaces to denote your eye color. If one eye is a different color from the other, use the color indicated on your Sheriff's Information Card.

QUESTION NUMBER	EXPLANATION
25	Indicate the number of your dependents in the spaces provided. This number should include yourself, your wife, your children and any other persons who are dependent on you for income. This number should reflect the actual number of dependents, not the number claimed for withholding purposes. If the number is less than ten, place a zero to the left of your number.
26	Indicate your marital status in the spaces provided: Sgl=single, Mar=married, Div=divorced, Wid=widowed.
27	If you have prior police experience, list the name of the most recent agency and the dates of employment. Ex: Yourtown, P.D., Calif. from (0 6/6 3) Mo. Yr. to (0 9/7 0) Mo. Yr.
28	Write the name, relationship, address and telephone number of your spouse or next of kin (local address).
29	Write the name, relationship, address and telephone number of some close family member who does not live in your household or with the person listed above.
30-32	Refer to Automated Personnel Information System Codesheet for instructions to this section.
	Any entry in this section must be accompanied by copies of diplomas, credentials, registration cards, transcripts or other proof of educational progress.
33	Indicate in the space provided the total number of semester equivalent college units completed. To convert quarter units to semester units, multiply the quarter units by 2, then divide by three. Trimester units are already equivalent to semester units. List the total number of trimester units completed.
34	List all college degrees, credentials, certificates, etc., that you hold at the present time.
35	List the names of any colleges at which you are currently enrolled.

INSTRUCTIONS FOR PERSONNEL BUREAU

QUESTION NUMBER	EXPLANATION
36	Indicate whether the employee is a Reserve, Active, Retired, Resigned or Terminated Deputy.
37	Indicate the employee's hire date using two-digit numbers to represent month, day and year. Ex: The employee who was hired on April 9, 1964 would be shown as (0 4/0 9/6 4).
38	Briefly indicate the reason for termination or resignation.
39-42	Write in the names and dates of all P.O.S.T. certificates in the employee's file. Ex: Police-Community Relations (0 3/1 4/7 0).
43	Input information directly from SH AD 222, Employee Record Card.

INSTRUCTIONS FOR TRAINING BUREAU

QUESTION NUMBER	EXPLANATION
44	Write the month and year in which the employee completed the Practical Police Course (PPC). Ex: January, 1970 would be shown as (0 1/7 0).
45	Write the month and year in which the employee completed the Driver's Training Course (DT). Ex: see explanation 44.
46	Write the month and year in which the employee completed the Advanced Officer School (AOS). Ex: see explanation 44.
47	Write the month and year in which the employee completed Gas Training (GAS). Ex: see explanation 44.
48-51	Additional training (to be made known by Training Bureau directive).
52	Write the beginning Academy date using two digits for month, day and year. Ex: an employee beginning on April 18, 1970 would be shown as (0 4/1 8/7 0).
53	Write the ending Academy date using two digits for m month, day and year. Ex: an employee graduating on April 18, 1970 would be shown as (0 4/1 8/7 0).

V. QUESTIONNAIRE

Los Angeles County Sheriff's Department

AUTOMATED PERSONNEL INFORMATION SYSTEM
QUESTIONNAIRE

1. Social Security Number (__ __ __/__ __/__ __ __ __)

2. Name ______________________________
Last First Middle Maiden Name

3. Address ______________________________ Calif.
No. Street Apt. No. City Zip

4. Date of Birth (__ __/__ __/__ __)

5. State Where Born ______________________________
(If foreign country, list the country)

6. Sex (______)
M or F

7. Employee Number (__ __ __ __ __ __)

Selective Service Number (__/__ __/__ __/__ __ __)

9. Telephone Number (__ __ __/__ __ __ __ __ __ __)
Area Code

10. Badge Number (__ __ __ __ __)

11. Blood Type (______)

12. Religious Preference (Optional) ______________________________

13. Anticipated Retirement Date (__ __/__ __)
Mo. Yr.

14. Issued Weapon Serial Number (__ __ __ __ __ __ __ __)

15. Primary Off-Duty Weapon (______/__ __ __/______________)
Make Caliber Serial No.

16. Issued Handcuff Number (__ __ __ __ __ __)

17. Helmet Number (__ __ __ __)

List your desired assignment and rank in one year:

18. ______________________________ ________
(Division, Detail, Station, etc.) (Rank)

In three years:

19. ______________________________ ________
(Division, Detail, Station, etc.) (Rank)

In five years:

20. ______________________________ ________
(Division, Detail, Station, etc.) (Rank)

21. Academy Class Number (if applicable) (__ __ __)

22. Present Rank:(____________________)

CODES

Race	Hair and Eye Colors	
1=White	BK=Black	BN=Blond
3=Negro	BR=Brown	RD=Red
5=Mexican	GR=Green	WH=White
7=Oriental	GY=Grey	SN=Sandy
9=Other	BL=Blue	
	HZ=Hazel	

23. Description 1 (____ __/__ __ __ __)
Race Height Hair

24. Description 2 (__ __ __ __ __)
Weight Eyes

25. Number Dependents (__ __)

26. Marital Status (Sgl, Mar, Div, Wid) (________)

Prior Police Experience (List only outside agencies)

27. ____________________ ____________ From __ __/__ __
Agency State Mo. Yr.

To __ __/__ __
Mo. Yr.

EMERGENCY NOTIFICATION INFORMATION

Immediate Family (Local Resident):

28. ____
Name/Relationship Address Telephone No.

Close Family (In another household):

29. ____
Name/Relationship Address Telephone No.

Fill in applicable code numbers from APIS training code sheet.

30. (__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __).

31. (__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __).

32. (__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __), (__ __ __), (__ __ __),
(__ __ __), (__ __ __), (__ __ __).

EDUCATION

Entries in this section must be accompanied by xerox copies of diplomas, certificates, credentials, etc.

33. Number of College Units Completed (__ __ __)

34. Degrees or Credentials Held (______________________________
____)

35. Name of Currently Attended College (______________________)

FOR PERSONNEL BUREAU USE ONLY

36. Condition (______________) Reserve/Active/Retired/Resig/Term

37. Hire Date (__ __/__ __/__ __)
Mo. Day Yr.

38. Resign or Term Reason (______________________________)

I
39. POST (____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

II
40. POST (____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

III
41. POST (____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

IV
42. POST (____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

(____________________) (__ __/__ __/__ __)
POST Certificate Mo. Day Yr.

43. Date (__ __/__ __/__ __) Item No. (________) P-T (___) Position (________) Salary (________)

Assignment (________________) Remark (__________________________) E Rating (________)

FOR TRAINING BUREAU USE ONLY

44. PPC (__ __/__ __) Mo. Yr.
45. DT (__ __/__ __) Mo. Yr.
46. AOS (__ __/__ __) Mo. Yr.
47. GAS (__ __/__ __) Mo. Yr.

48. Etc. (__ __/__ __)
49. Trng 1 (__ __/__ __)
50. Trng 2 (__ __/__ __)
51. Trng 3 (__ __/__ __)

52. Beginning Academy Date (___ ___/___ ___/___ ___)
Mo. Day Yr.

53. Ending Academy Date (___ ___/___ ___/___ ___)
Mo. Day Yr.

UPDATE PROCEDURE

All Departmental personnel currently required to notify Personnel Bureau of any change in status under section 3-02/010.00, Manual of Policy and Procedures, shall satisfy this requirement by submitting the enclosed questionnaire, form SH AD 0000.

Initially, all personnel will be required to complete this questionnaire as outlined in this implementation plan. Subsequent updating of information will be accomplished in the following manner:

Recruits

All new members of this Department will be required to complete one copy of form SH AD 0000 as part of the existing indoctrination process. This task would be accomplished by Personnel Bureau at the time of hiring.

Existing Personnel - Annual

Updating of form SH AD 0000 will be done on an annual basis. The annual update will be cyclical and will be accomplished in conjunction with the employee's annual evaluation report.

This method provides an efficient and positive means to update personnel information. Personnel evaluations are currently being made annually and are distributed evenly throughout the year on an alphabetic basis.

Incidental Updating

Whenever an individual undergoes a change of status requiring a computer update, the following procedure shall apply:

The individual shall update his personnel record on form SH AD 0000 by completing the first two questions, Social Security Number and name; and then answering only those questions applicable to the change.

Procedure for Verification

Each individual shall submit his completed (or revised) copy of form SH AD 0000 to his immediate supervisor.

It shall be the supervisor's responsibility to insure that the form(s) are sent to Personnel Bureau. Personnel Bureau staff will verify credentials, diplomas, etc., as necessary, and will forward the questionnaires to Management Staff Services Bureau for entry into the system.

At the time of entry, Management Staff Services will provide an updated printout for Personnel Bureau and a copy for the individual. This copy will be addressed to the concerned individual, placed in the County mail system and returned to the originating individual, thus assuring the accuracy of the system.

Independent Updating

Training, Personnel and Career Development Bureaus will retain the capability to independently update computerized personnel records.

These Bureaus maintain personnel records on training, transfers and personnel health, injuries, etc., and therefore require independent updating capabilities to insure positive item control.

Positive Form Control During Update

Positive control over the disposition of the completed questionnaires will be accomplished by means of a dated check-off list on the upper right corner of the face of the questionnaire.

This check-off method will permit the original questionnaire to pass from the unit of assignment through Personnel and Training Bureaus to Management Staff Services Bureau for entry into the computer system. Should any clerical bottlenecks develop, the questionnaires could be sent to alternate Bureaus for processing, then later returned, thus increasing efficiency.

Upon certification of the completed questionnaires by Personnel and Training Bureaus, Management Staff Services Bureau will enter the information in the system and will then destroy, for security reasons, the questionnaires.

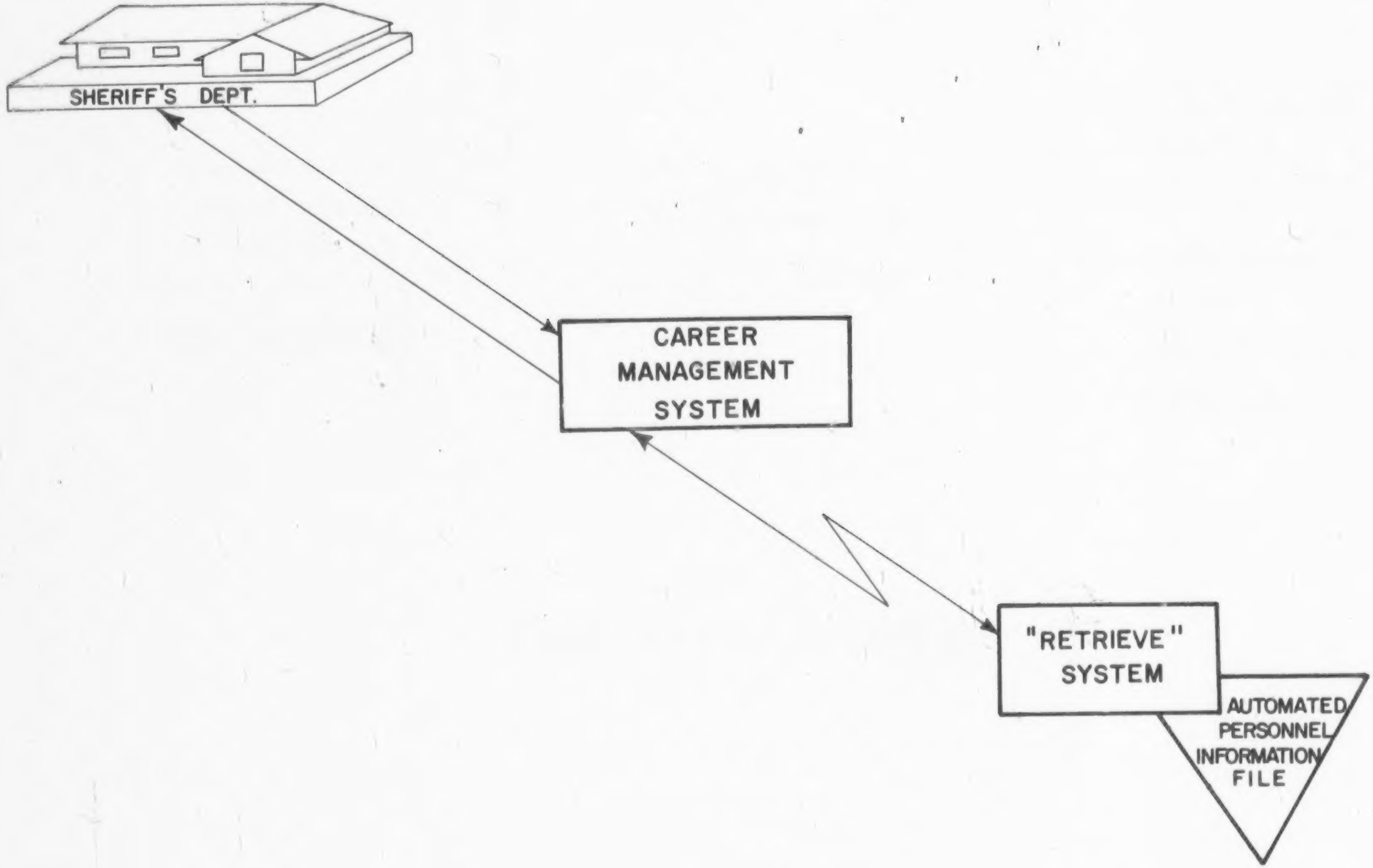
APPENDIX "D"
Supplemental Information

Marketing the System

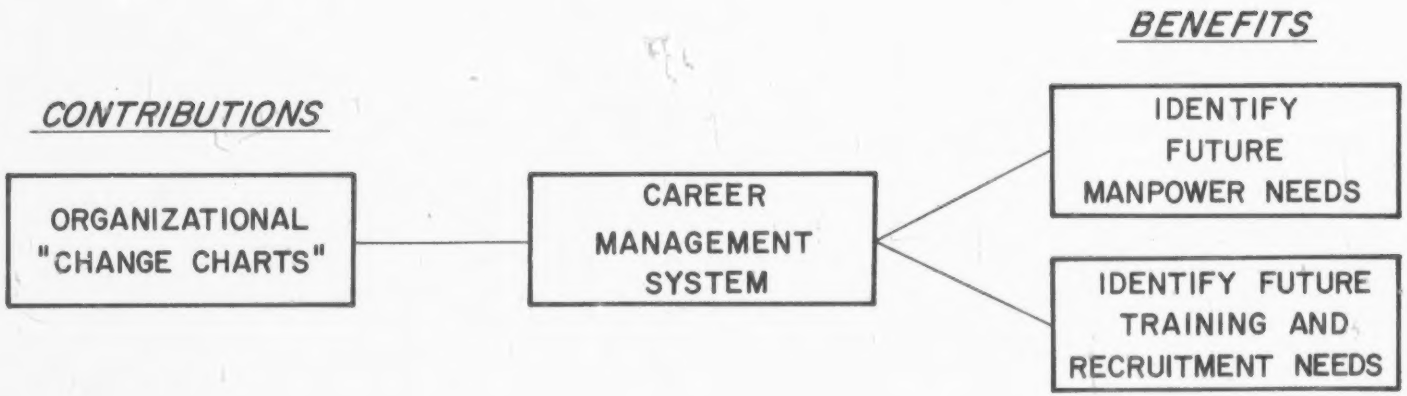
It goes without saying that the cooperation of a number of units will be required to operationalize your department's automated personnel information system. The following charts depict the functional relationships of those units. These charts were prepared for distribution to each task force member to crystalize in each representative's mind exactly what the Automated Personnel Information System can do to benefit his particular unit.

Such preparations in anticipation of the initial task force meeting serve to connote a feeling of meaningfulness to join a productive, well-planned, no-nonsense problem-solving group. A good initial impression is vital in dealing with any task force. These diagrams helped our effort by setting the tone for forthcoming task force activities.

L.A.S.D. CAREER MANAGEMENT SYSTEM


SHERIFF'S DEPT.
CAREER MANAGEMENT SYSTEM
"RETRIEVE" SYSTEM
AUTOMATED PERSONNEL INFORMATION FILE

LONG RANGE PLANNING



CONTRIBUTIONS

ORGANIZATIONAL "CHANGE CHARTS"

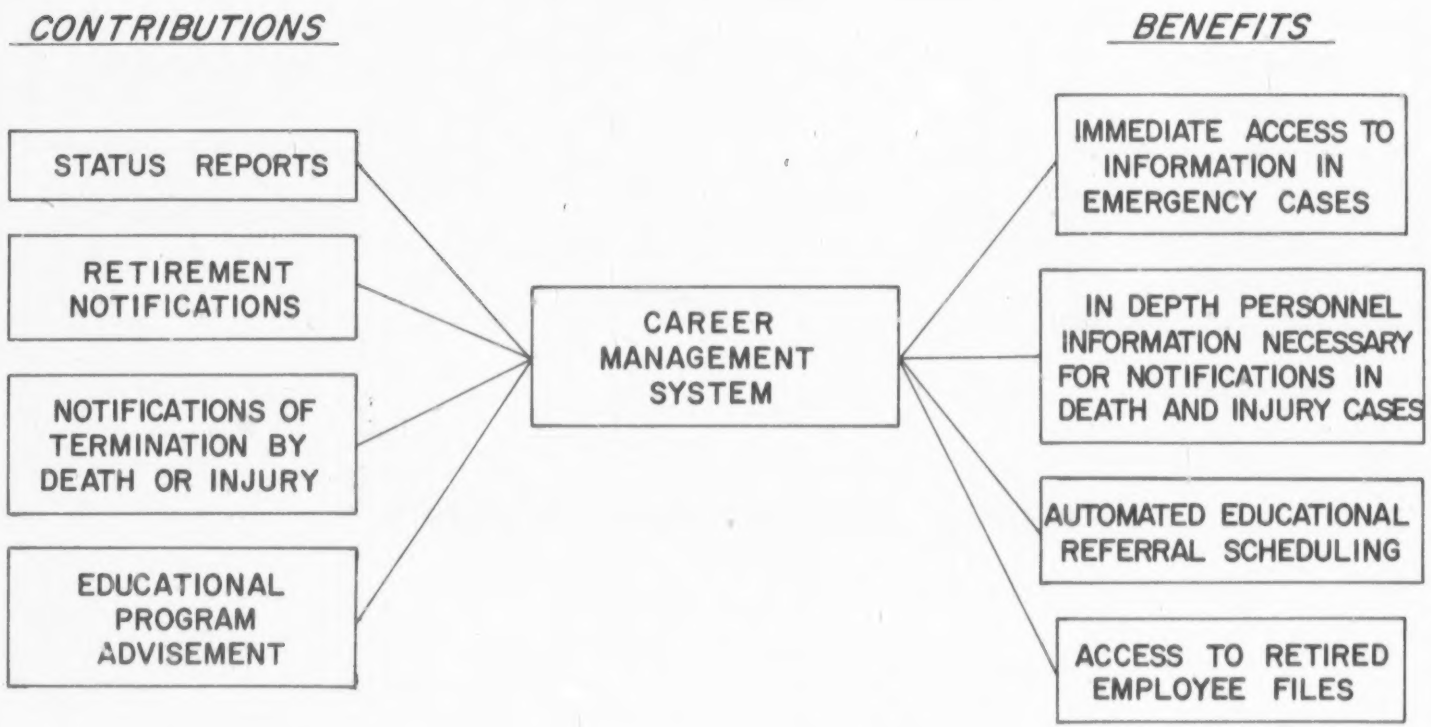
CAREER MANAGEMENT SYSTEM

BENEFITS

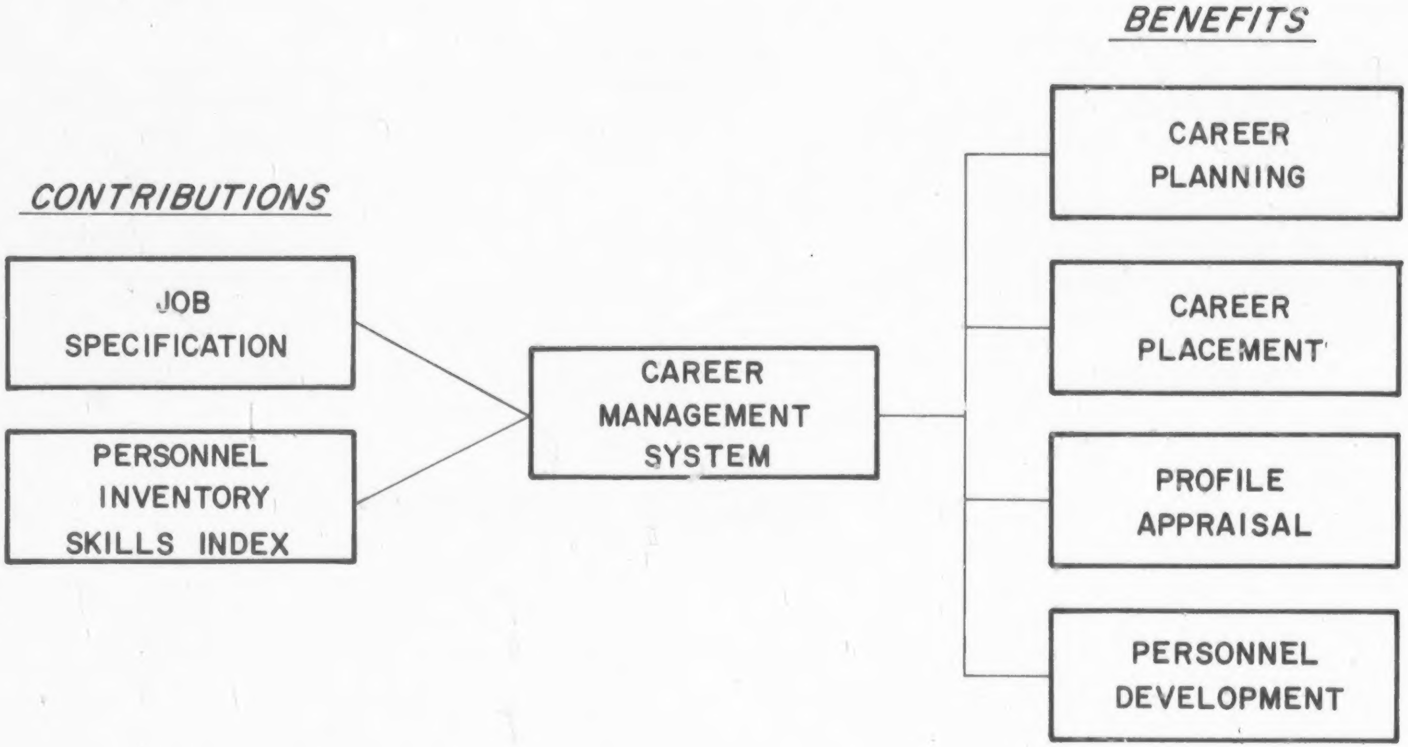
IDENTIFY FUTURE MANPOWER NEEDS

IDENTIFY FUTURE TRAINING AND RECRUITMENT NEEDS

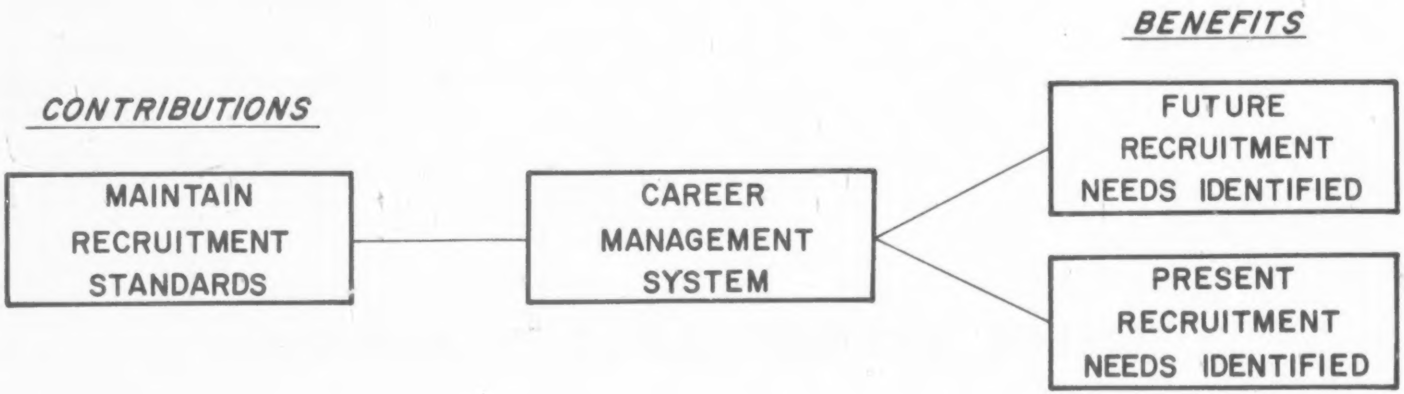
HEALTH & WELFARE UNIT


CONTRIBUTIONS
STATUS REPORTS
RETIREMENT NOTIFICATIONS
NOTIFICATIONS OF TERMINATION BY DEATH OR INJURY
EDUCATIONAL PROGRAM ADVISEMENT
CAREER MANAGEMENT SYSTEM
BENEFITS
IMMEDIATE ACCESS TO INFORMATION IN EMERGENCY CASES
IN DEPTH PERSONNEL INFORMATION NECESSARY FOR NOTIFICATIONS IN DEATH AND INJURY CASES
AUTOMATED EDUCATIONAL REFERRAL SCHEDULING
ACCESS TO RETIRED EMPLOYEE FILES

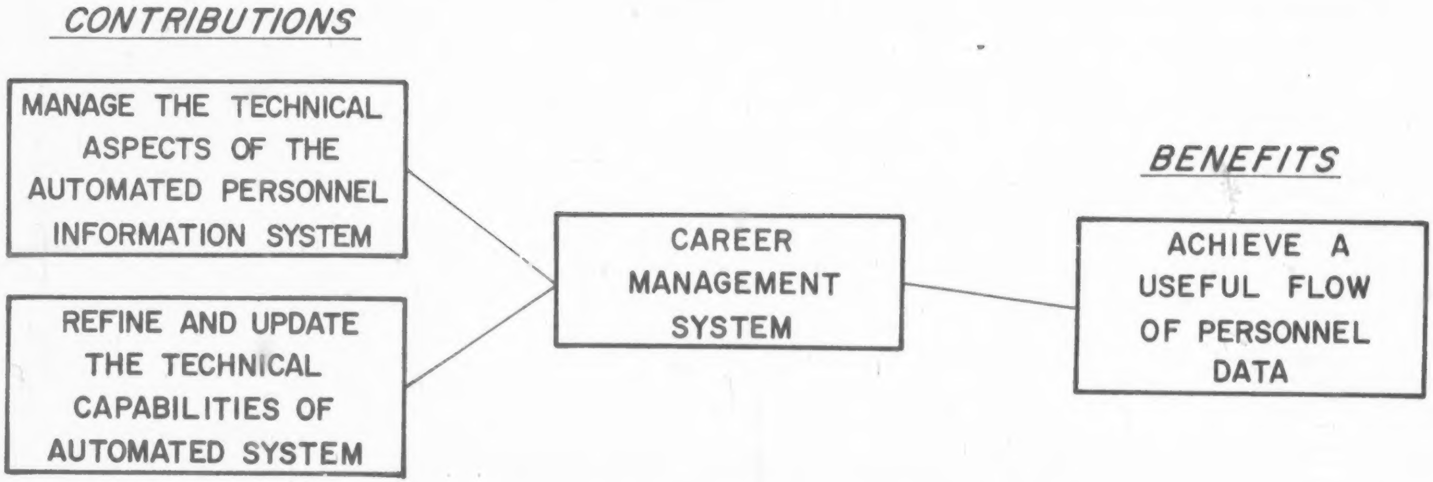
CAREER MANAGEMENT UNIT


CONTRIBUTIONS
JOB SPECIFICATION
PERSONNEL INVENTORY SKILLS INDEX
CAREER MANAGEMENT SYSTEM
BENEFITS
CAREER PLANNING
CAREER PLACEMENT
PROFILE APPRAISAL
PERSONNEL DEVELOPMENT

RECRUITMENT UNIT


CONTRIBUTIONS
MAINTAIN RECRUITMENT STANDARDS
CAREER MANAGEMENT SYSTEM
BENEFITS
FUTURE RECRUITMENT NEEDS IDENTIFIED
PRESENT RECRUITMENT NEEDS IDENTIFIED

MANAGEMENT STAFF SERVICES BUREAU



CONTRIBUTIONS

MANAGE THE TECHNICAL ASPECTS OF THE AUTOMATED PERSONNEL INFORMATION SYSTEM

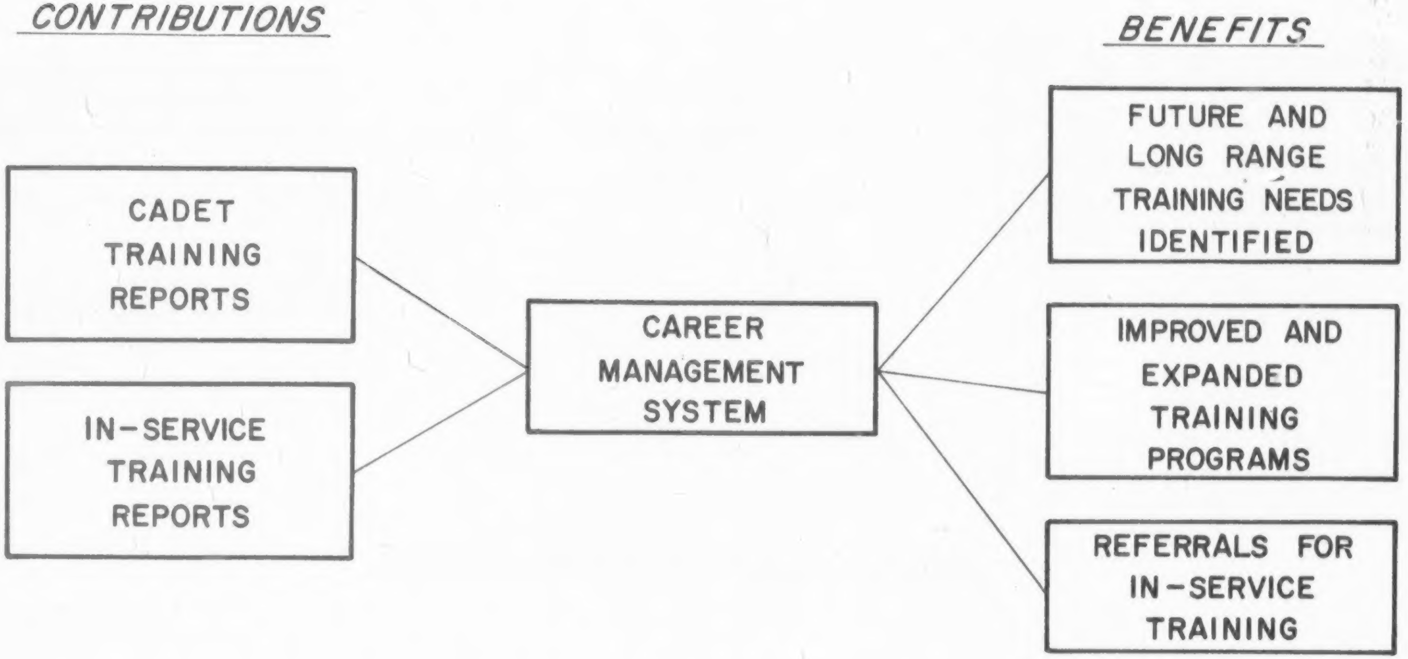
REFINE AND UPDATE THE TECHNICAL CAPABILITIES OF AUTOMATED SYSTEM

CAREER MANAGEMENT SYSTEM

BENEFITS

ACHIEVE A USEFUL FLOW OF PERSONNEL DATA

TRAINING BUREAU



CONTRIBUTIONS

CADET TRAINING REPORTS

IN-SERVICE TRAINING REPORTS

CAREER MANAGEMENT SYSTEM

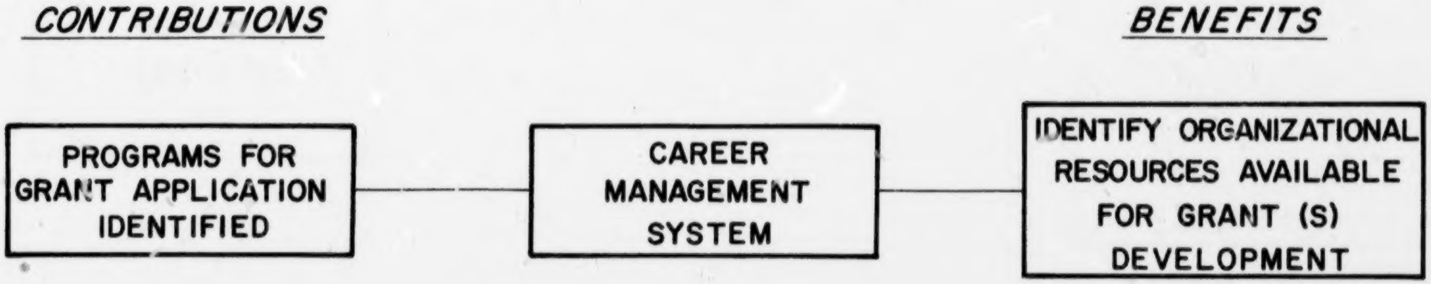
BENEFITS

FUTURE AND LONG RANGE TRAINING NEEDS IDENTIFIED

IMPROVED AND EXPANDED TRAINING PROGRAMS

REFERRALS FOR IN-SERVICE TRAINING

GRANT MANAGEMENT UNIT



CONTRIBUTIONS

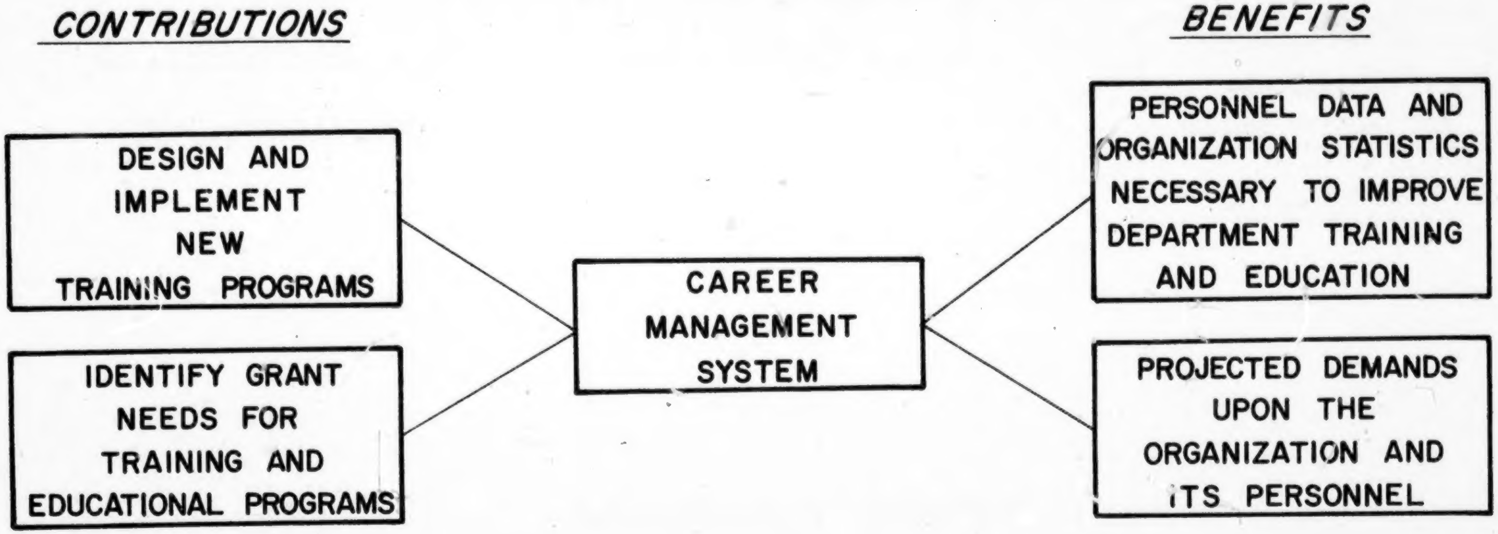
PROGRAMS FOR GRANT APPLICATION IDENTIFIED

CAREER MANAGEMENT SYSTEM

BENEFITS

IDENTIFY ORGANIZATIONAL RESOURCES AVAILABLE FOR GRANT (S) DEVELOPMENT

EDUCATIONAL SERVICES UNIT



CONTRIBUTIONS

DESIGN AND IMPLEMENT NEW TRAINING PROGRAMS

IDENTIFY GRANT NEEDS FOR TRAINING AND EDUCATIONAL PROGRAMS

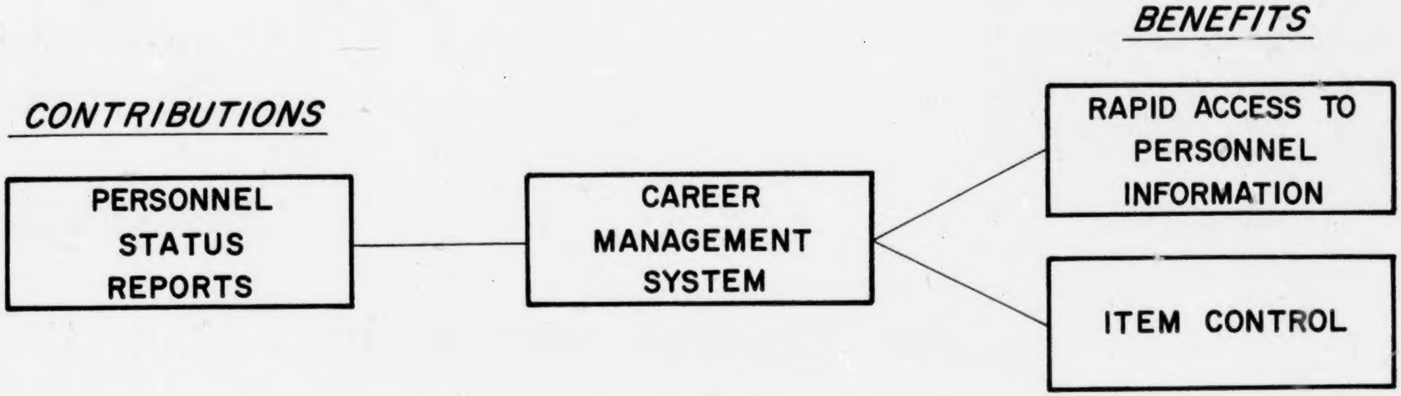
CAREER MANAGEMENT SYSTEM

BENEFITS

PERSONNEL DATA AND ORGANIZATION STATISTICS NECESSARY TO IMPROVE DEPARTMENT TRAINING AND EDUCATION

PROJECTED DEMANDS UPON THE ORGANIZATION AND ITS PERSONNEL

PERSONNEL BUREAU



CONTRIBUTIONS

PERSONNEL STATUS REPORTS

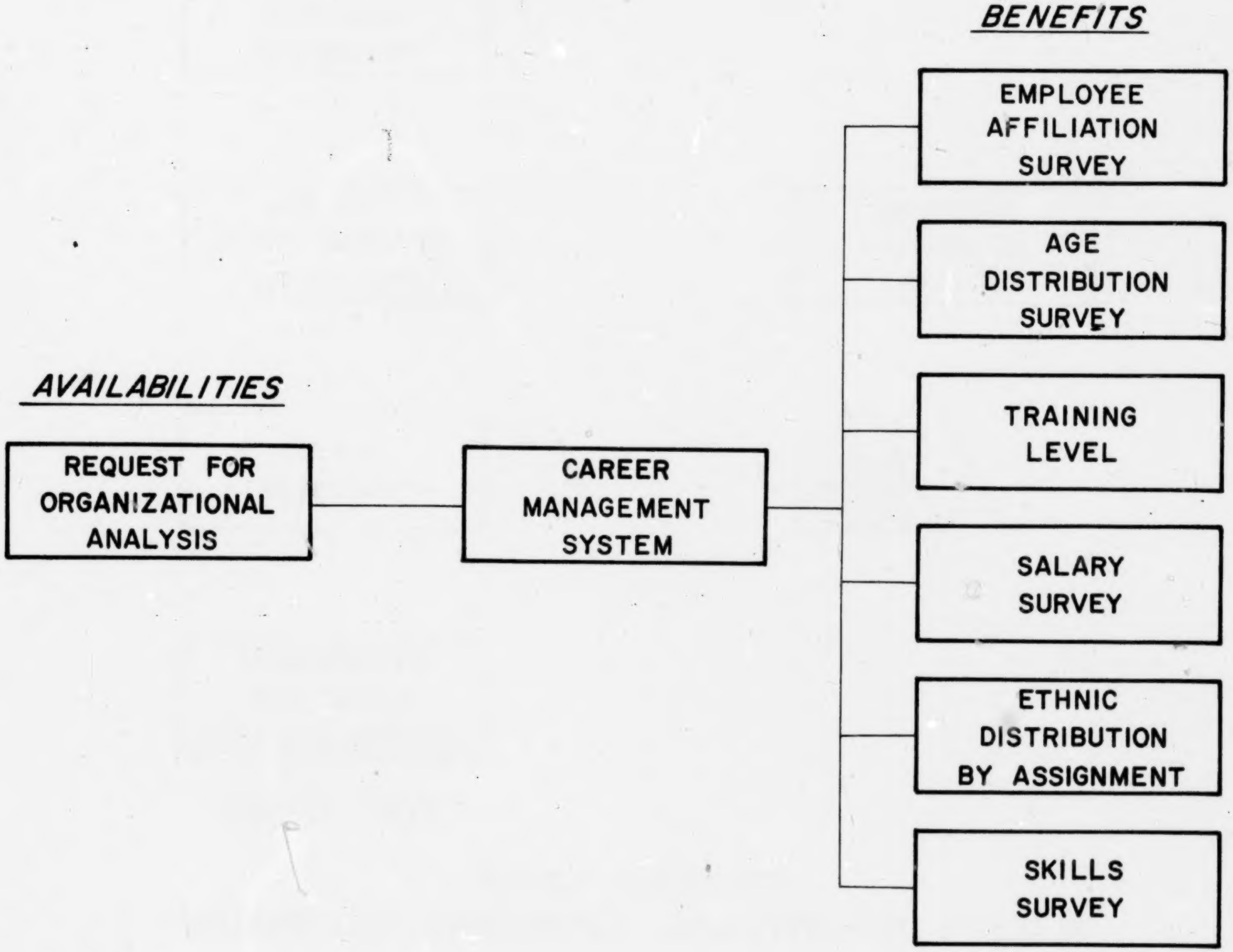
CAREER MANAGEMENT SYSTEM

BENEFITS

RAPID ACCESS TO PERSONNEL INFORMATION

ITEM CONTROL

DEPARTMENT ADMINISTRATORS



AVAILABILITIES

REQUEST FOR ORGANIZATIONAL ANALYSIS

CAREER MANAGEMENT SYSTEM

BENEFITS

EMPLOYEE AFFILIATION SURVEY

AGE DISTRIBUTION SURVEY

TRAINING LEVEL

SALARY SURVEY

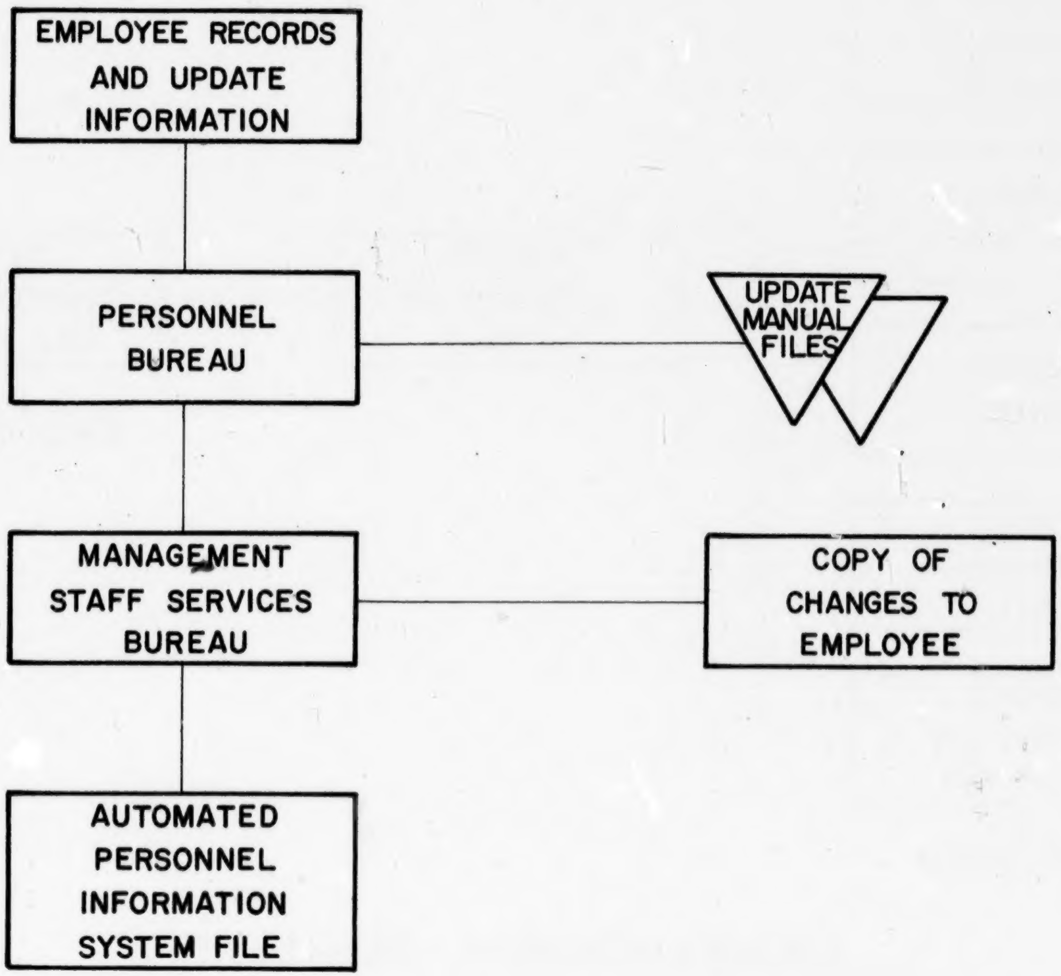
ETHNIC DISTRIBUTION BY ASSIGNMENT

SKILLS SURVEY

AUTOMATED PERSONNEL INFORMATION SYSTEM

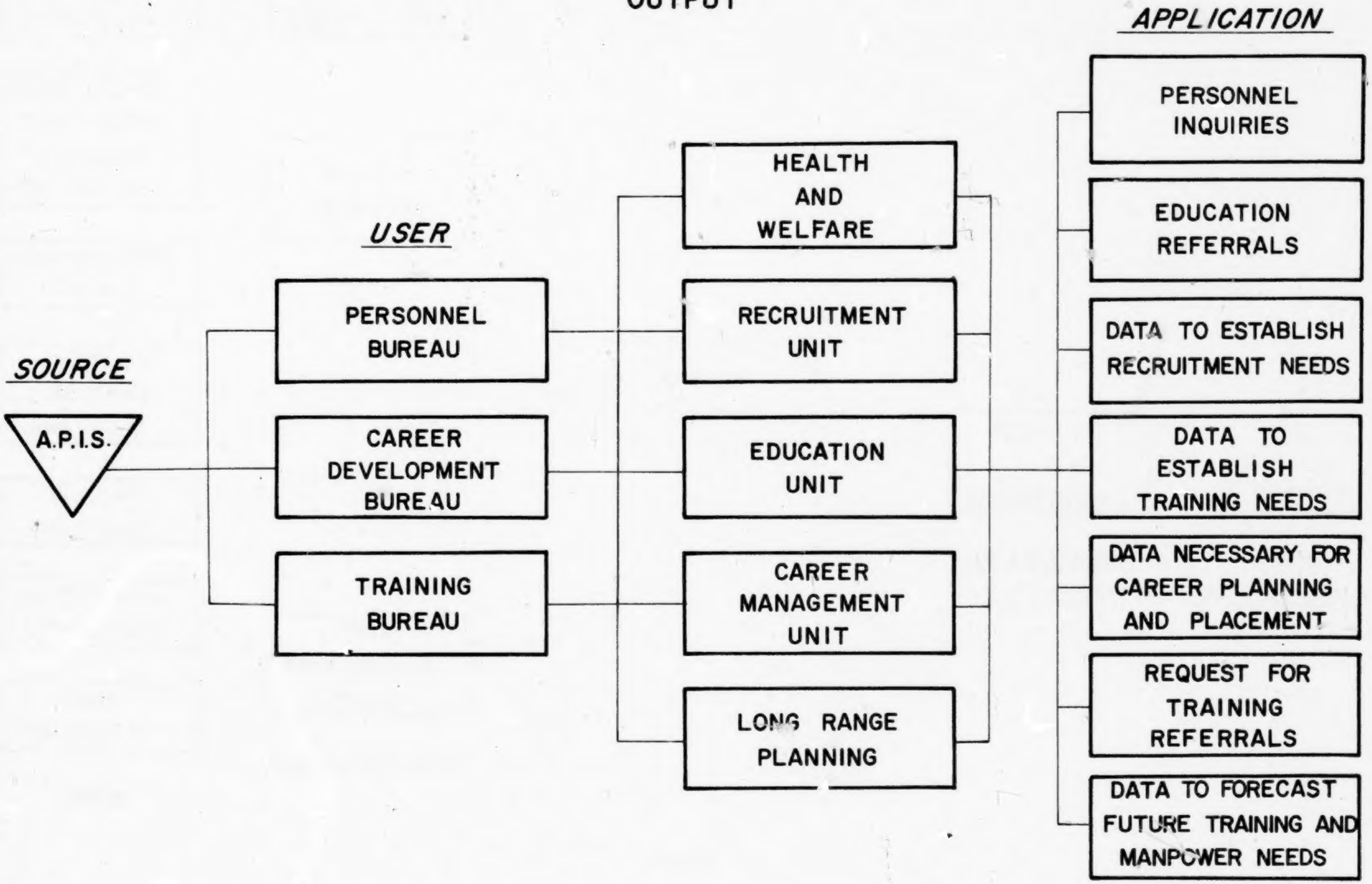
UPDATE OPERATION

UPDATE DATA


EMPLOYEE RECORDS AND UPDATE INFORMATION
PERSONNEL BUREAU
UPDATE MANUAL FILES
MANAGEMENT STAFF SERVICES BUREAU
COPY OF CHANGES TO EMPLOYEE
AUTOMATED PERSONNEL INFORMATION SYSTEM FILE

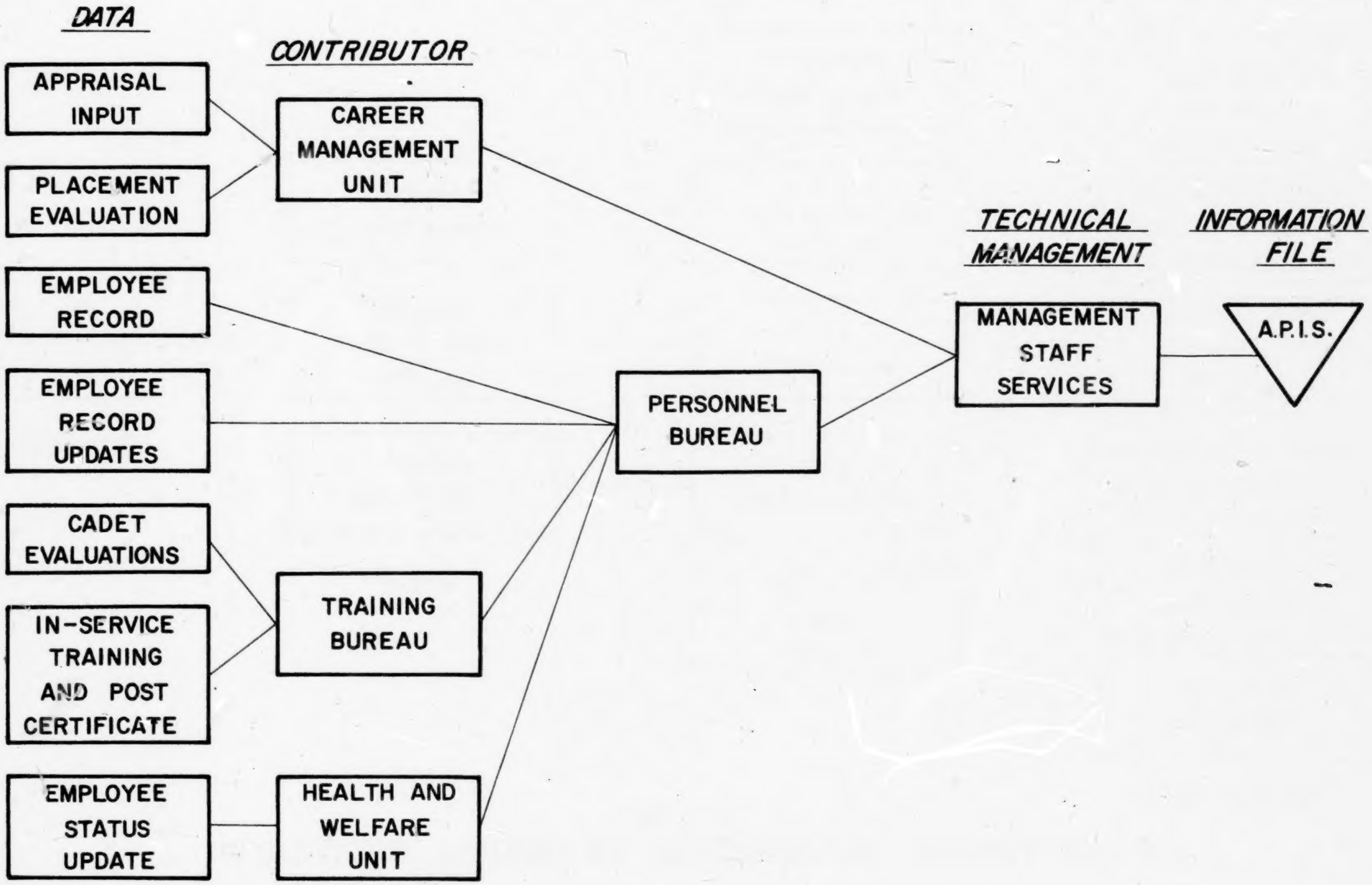
AUTOMATED PERSONNEL INFORMATION SYSTEM (A.P.I.S.)

OUTPUT

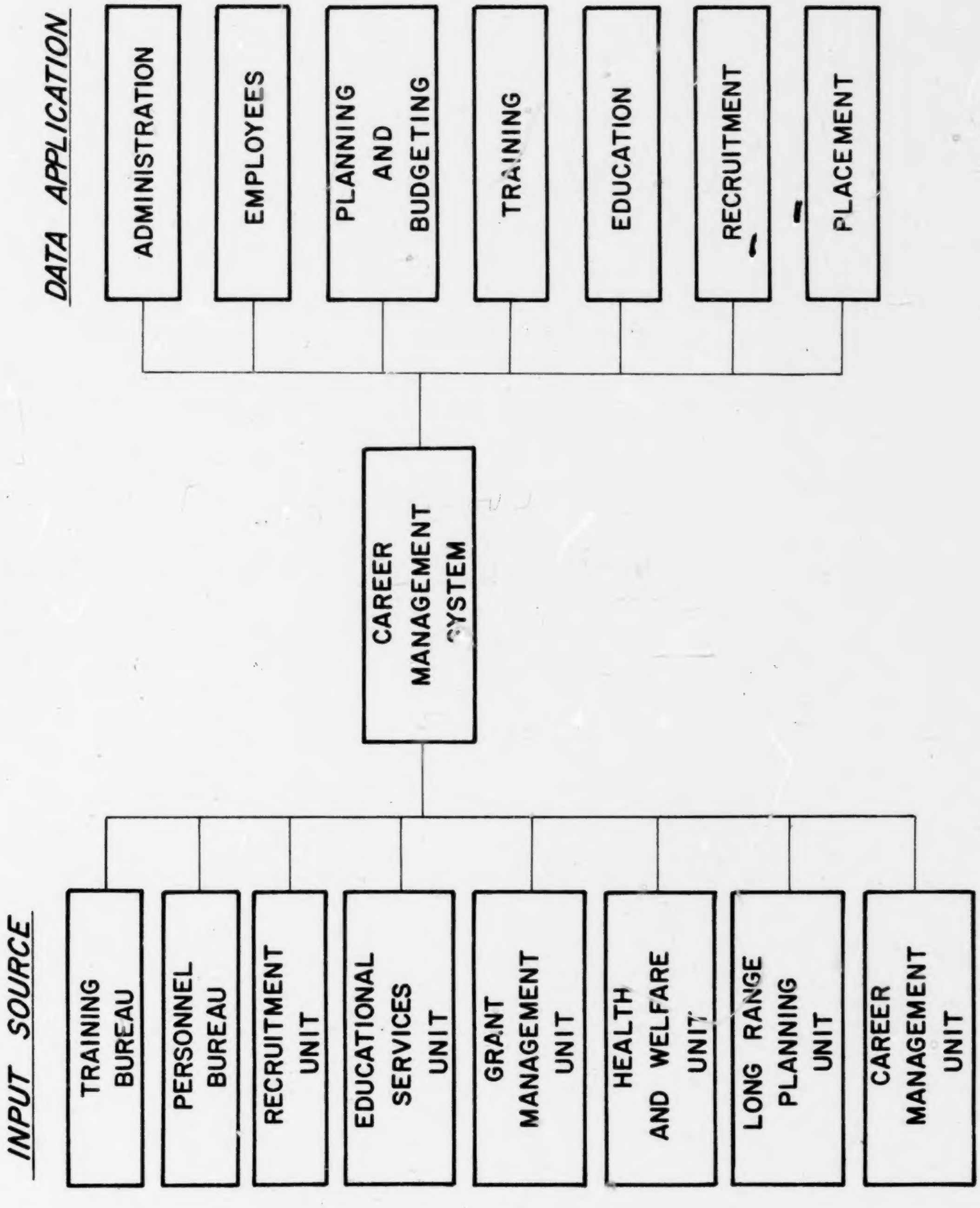

SOURCE
A.P.I.S.
USER
PERSONNEL BUREAU
CAREER DEVELOPMENT BUREAU
TRAINING BUREAU
HEALTH AND WELFARE
RECRUITMENT UNIT
EDUCATION UNIT
CAREER MANAGEMENT UNIT
LONG RANGE PLANNING
APPLICATION
PERSONNEL INQUIRIES
EDUCATION REFERRALS
DATA TO ESTABLISH RECRUITMENT NEEDS
DATA TO ESTABLISH TRAINING NEEDS
DATA NECESSARY FOR CAREER PLANNING AND PLACEMENT
REQUEST FOR TRAINING REFERRALS
DATA TO FORECAST FUTURE TRAINING AND MANPOWER NEEDS

AUTOMATED PERSONNEL INFORMATION SYSTEM (A.P.I.S.)

INPUT


DATA
CONTRIBUTOR
TECHNICAL MANAGEMENT
INFORMATION FILE
APPRAISAL INPUT
PLACEMENT EVALUATION
EMPLOYEE RECORD
EMPLOYEE RECORD UPDATES
CADET EVALUATIONS
IN-SERVICE TRAINING AND POST CERTIFICATE
EMPLOYEE STATUS UPDATE
CAREER MANAGEMENT UNIT
TRAINING BUREAU
HEALTH AND WELFARE UNIT
PERSONNEL BUREAU
MANAGEMENT STAFF SERVICES
A.P.I.S.

CAREER MANAGEMENT SYSTEM


INPUT SOURCE
TRAINING BUREAU
PERSONNEL BUREAU
RECRUITMENT UNIT
EDUCATIONAL SERVICES UNIT
GRANT MANAGEMENT UNIT
HEALTH AND WELFARE UNIT
LONG RANGE PLANNING UNIT
CAREER MANAGEMENT UNIT
CAREER MANAGEMENT SYSTEM
DATA APPLICATION
ADMINISTRATION
EMPLOYEES
PLANNING AND BUDGETING
TRAINING
EDUCATION
RECRUITMENT
PLACEMENT

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